



# Algebra 1

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**Michigan  
Edition**

STANDARDS	PAGE REFERENCES
<b>STANDARD L1: REASONING ABOUT NUMBERS, SYSTEMS, AND QUANTITATIVE SITUATIONS</b>	
<b>L1.1 Number Systems and Number Sense</b>	
<p><b>L1.1.1</b> Know the different properties that hold in different number systems and recognize that the applicable properties change in the transition from the positive integers to all integers, to the rational numbers, and to the real numbers.</p>	<p><b>Student Edition:</b> 21-25, 26-31, 32-36, 57, 59-60, 63, 231 <i>Algebra Activity 28</i></p> <p><b>Teacher Wraparound Edition:</b> AA 28; DI 29, 33; GRL 31; H 32; I 27; ICE 22, 27-28, 33-34; OEA 25, 31, 36; TT 25, 28</p>
<p><b>L1.1.2</b> Explain why the multiplicative inverse of a number has the same sign as the number, while the additive inverse of a number has the opposite sign.</p>	<p><b>Student Edition:</b> 21-25, 31, 59, 821</p> <p><b>Teacher Wraparound Edition:</b> DI 22; H 21; ICE 22; OEA 25</p>
<p><b>L1.1.3</b> Explain how the properties of associativity, commutativity, and distributivity, as well as identity and inverse elements, are used in arithmetic and algebraic calculations.</p>	<p><b>Student Edition:</b> 21-25, 26-31, 32-36, 48, 57, 59-60, 63, 231, 821 <i>Algebra Activity 28</i></p> <p><b>Teacher Wraparound Edition:</b> AA 28; DI 29; FTE 29; H 21, 26, 32; ICE 22, 27-28, 33-34; OEA 25, 36; TT 25</p>

STANDARDS	PAGE REFERENCES
<p><b>L1.1.4</b> Describe the reasons for the different effects of multiplication by, or exponentiation of, a positive number by a number less than 0, a number between 0 and 1, and a number greater than 1.</p>	<p><b>Student Edition:</b>            410-415, 416, 417-423, 554-560, 561-565, 566  <i>Algebra Activity</i> 416  <i>Graphing Calculator Investigation</i> 418  <i>Reading Mathematics</i> 566</p> <p><b>Teacher Wraparound Edition:</b>            DI 419; GCI 418, 556; ICE 555-557, 562-563; T 416; TT 419, 420, 555, 563; UM 421; W 410</p>
<p><b>L1.1.5</b> Justify numerical relationships.</p>	<p><b>Student Edition:</b>            6-9, 11-15, 16-20, 21-25, 37-41, 57-59, 410-415, 417-423, 425-430  <i>Graphing Calculator Investigation</i> 418</p> <p><b>Teacher Wraparound Edition:</b>            DI 13, 419; GCI 418; ICE 17, 38-39, 411-412, 418-420, 426-427; STP 39; TT 410, 426; W 425</p>
<p><b>L1.2 Representations and Relationships</b></p>	
<p><b>L1.2.2</b> Interpret representations that reflect absolute value relationships.</p>	<p><b>Student Edition:</b>            69-72, 77, 101, 110-111, 159, 344, 345-351, 361-362, 363, 834  <i>Algebra Activity</i> 347</p> <p><b>Teacher Wraparound Edition:</b>            AA 347; CC 348; DI 346; FTE 348; ICE 69, 346-348; OEA 351; TT 348</p>
<p><b>L1.2.4</b> Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.</p>	<p><b>Student Edition:</b>            50-55, 88-94, 95, 112-113, 115, 298-305, 306-307, 722-728, 731-736, 737-742, 743, 746-748, 749, 824  <i>Algebra Activity</i> 743  <i>Reading Mathematics</i> 95</p> <p><b>Teacher Wraparound Edition:</b>            ICE 51-52, 89-91, 723-724; RG 95; ST 89; UM 51</p>

STANDARDS		PAGE REFERENCES
<b>STANDARD L2: CALCULATION, ALGORITHMS, AND ESTIMATION</b>		
<b>L2.1 Calculation Using Real and Complex Numbers</b>		
<b>L2.1.1</b> Explain the meaning and uses of weighted averages.	<p><b>Student Edition:</b> 171-177, 178, 179 #9, 184, 185, 203 #53 <i>Spreadsheet Investigation</i> 178 <i>Study Tip</i> 172</p> <p><b>Teacher Wraparound Edition:</b> A 178; DI 173; H 171; ICE 172-173; OEA 177; T 178</p>	
<b>L2.1.2</b> Calculate fluently with numerical expressions involving exponents; use the rules of exponents; evaluate numerical expressions involving rational and negative exponents; transition easily between roots and exponents.	<p><b>Student Edition:</b> 6-9, 11-15, 409, 410-415, 417-423, 425-430, 554-560, 567-572, 573 <i>Algebra Activity</i> 573 <i>Graphing Calculator Investigation</i> 418</p> <p><b>Teacher Wraparound Edition:</b> CC 412; DI 419; H 417; ICE 6-7, 12, 411-412, 418-420, 426-427; TT 419, 420, 426</p>	
<b>L2.1.4</b> Know that the imaginary number $i$ is one of two solutions to $x^2 = -1$ .	<p>This standard can be met in Glencoe's <i>Algebra 2</i> © 2008.</p> <p><b>Student Edition:</b> Lesson 5.4, pages 259-266</p>	
<b>STANDARD A1: EXPRESSIONS, EQUATIONS, AND INEQUALITIES</b>		
<b>A1.1 Construction, Interpretation, and Manipulation of Expressions</b>		
<b>A1.1.1</b> Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.	<p><b>Student Edition:</b> 6-9, 10, 11-15, 16-20, 25, 31, 120-126, 148, 507, 820 <i>Algebra Activity</i> 122 <i>Reading Mathematics</i> 10, 507</p> <p><b>Teacher Wraparound Edition:</b> AA 122; GS 10, 507; ICE 6-7, 12, 17; OEA 15; T 10</p>	

STANDARDS	PAGE REFERENCES
<p><b>A1.1.2</b> Know the properties of exponents and roots and apply them in algebraic expressions.</p>	<p><b>Student Edition:</b> 6-9, 409, 410-415, 416, 417-423, 586-592, 593-597, 603 <i>Algebra Activity</i> 416 <i>Graphing Calculator Investigation</i> 418 <i>Study Tip</i> 411</p> <p><b>Teacher Wraparound Edition:</b> DI 412, 419; FTE 421; GCI 418; ICE 7, 411-412, 418-420, 587-588, 594; TT 411, 419, 420</p>
<p><b>A1.1.3</b> Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities.</p>	<p><b>Student Edition:</b> 474-479, 480, 481-486, 487-488, 489-494, 495-500, 501-506, 508-514, 515-518, 519 <i>Algebra Activity</i> 480, 487-488, 501</p> <p><b>Teacher Wraparound Edition:</b> AA 501; ICE 475-476, 482, 490-491, 496-497, 502-503, 509-511</p>
<p><b>A1.2 Solutions of Equations and Inequalities</b></p>	
<p><b>A1.2.1</b> Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.</p>	<p><b>Student Edition:</b> 120-126, 134 #69, 148 #68, 154 #56, 171-177, 179-184, 185, 187 <i>Algebra Activity</i> 122 <i>Reading Mathematics</i> 165 <i>Study Tip</i> 120, 121</p> <p><b>Teacher Wraparound Edition:</b> AA 122; DI 121; H 120; ICE 121-123, 172-173; OEA 126; RT 121, 122; TT 122, 123</p>
<p><b>A1.2.2</b> Associate a given equation with a function whose zeros are the solutions of the equation.</p>	<p><b>Student Edition:</b> 533-538, 539-544, 546-552 <i>Study Tip</i> 534</p> <p><b>Teacher Wraparound Edition:</b> DI 535, 541; H 538, 546; ICE 534-535, 540-541, 547-549; OEA 538, 552; TT 534, 535, 540, 541, 547, 548, 549; UM 540</p>
<p><b>A1.2.3</b> Solve linear and quadratic equations and inequalities including systems of up to three linear equations with three unknowns. Justify steps in the solution, and apply the quadratic formula appropriately.</p>	<p><b>Student Edition:</b> 127, 128-134, 135-140, 141, 142-148, 149-154, 318-323, 324, 325-331, 332-337, 339-344, 359-361, 369-374, 375, 376-381, 382-386, 387-392, 533-538, 540-544, 546-552 <i>Algebra Activity</i> 127, 141, 324 <i>Graphing Calculator Investigation</i> 375</p>

STANDARDS	PAGE REFERENCES
<p><b>A1.2.4</b> Solve absolute value equations and inequalities and justify steps in the solution.</p>	<p><b>Student Edition:</b> 279, 345-351, 357, 361-362, 363, 834 <i>Algebra Activity</i> 347 <i>Graphing Calculator Investigation</i> 279</p> <p><b>Teacher Wraparound Edition:</b> AA 347; BPK 347; DI 346; FTE 348; H 345; ICE 346-348; OEA 351; ST 346, 347; TT 347, 348; TTT 349</p>
<p><b>A1.2.6</b> Solve power equations and equations including radical expressions; justify steps in the solution, and explain how extraneous solutions may arise.</p>	<p><b>Student Edition:</b> 533-538, 539-544, 546-552, 598-603, 604 <i>Graphing Calculator Investigation</i> 600, 604 <i>Study Tip</i> 534</p> <p><b>Teacher Wraparound Edition:</b> FTE 600; GCI 600; ICE 534-535, 540-541, 547-549, 599; H 533, 539, 598; TT 534, 535, 540, 541, 547, 548 549</p>
<p><b>A1.2.8</b> Solve an equation involving several variables (with numerical or letter coefficients) for a designated variable. Justify steps in the solution.</p>	<p><b>Student Edition:</b> 166-170, 177, 183-184, 185, 219-223, 224-225, 251 #29, 270, 272-277, 370-374, 385, 527 <i>Graphing Calculator Investigation</i> 224-225, 375</p> <p><b>Teacher Wraparound Edition:</b> A 225; GS 375; ICE 167, 273, 370-371; OEA 170; T 225; TT 167</p>
<p><b>STANDARD A2: FUNCTIONS</b></p>	
<p><b>A2.1 Definitions, Representations, and Attributes of Functions</b></p>	
<p><b>A2.1.1</b> Determine whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function and identify its domain and range.</p>	<p><b>Student Edition:</b> 205-211, 212-217, 218-223, 226-231, 238, 245 #41, 246-249, 251, 443, 830 <i>Algebra Activity</i> 207 <i>Graphing Calculator Investigation</i> 204 <i>Study Tip</i> 212, 226, 227</p> <p><b>Teacher Wraparound Edition:</b> AA 207; ICE 206-207, 213-214, 227-228; TT 206, 208, 213, 220</p>

STANDARDS	PAGE REFERENCES
<p><b>A2.1.2</b> Read, interpret, and use function notation and evaluate a function at a value in its domain.</p>	<p><b>Student Edition:</b>  205-211, 212-217, 218-223, 226-231, 238, 246-249, 251, 524-530, 604, 830  <i>Algebra Activity</i> 525  <i>Graphing Calculator Investigation</i> 604  <i>Study Tip</i> 226, 227, 228</p> <p><b>Teacher Wraparound Edition:</b>  AA 525; DI 227; H 226; ICE 227-228, 525-526; STP 228</p>
<p><b>A2.1.3</b> Represent functions in symbols, graphs, tables, diagrams, or words and translate among representations.</p>	<p><b>Student Edition:</b>  205-211, 212-217, 218-223, 224-225, 226-231, 247-249, 251, 524-530, 531-532, 533-538  <i>Algebra Activity</i> 207  <i>Graphing Calculator Investigation</i> 224-225, 531-532</p> <p><b>Teacher Wraparound Edition:</b>  AA 207; ICE 206-207, 218-220, 227-228, 525-527, 534-535; TT 526-527, 534-535</p>
<p><b>A2.1.4</b> Recognize that functions may be defined by different expressions over different intervals of their domains; such functions are piecewise-defined.</p>	<p><b>Student Edition:</b>  218-223, 226-231, 266-267, 880-882  <i>Study Tip</i> 230</p> <p><b>Teacher Wraparound Edition:</b>  ICE 220, 266; TT 220</p>
<p><b>A2.1.5</b> Recognize that functions may be defined recursively. Compute values of and graph simple recursively defined functions.</p>	<p><b>Student Edition:</b>  233-238, 239, 240-245, 250, 566, 567-572, 573, 579, 830  <i>Algebra Activity</i> 241, 569, 573  <i>Reading Mathematics</i> 239, 566  <i>Study Tip</i> 233, 234</p> <p><b>Teacher Wraparound Edition:</b>  AA 241, 569; DI 568; ICE 235, 242, 568</p>
<p><b>A2.1.6</b> Identify the zeros of a function, the intervals where the values of a function are positive or negative, and describe the behavior of a function as <math>x</math> approaches positive or negative infinity, given the symbolic and graphical representations.</p>	<p><b>Student Edition:</b>  224-225, 524-530, 531-532, 533-538, 539-544, 546-552  <i>Graphing Calculator Investigation</i> 224-225, 531-532  <i>Study Tip</i> 526</p> <p><b>Teacher Wraparound Edition:</b>  DI 535; ICE 525-527, 534-535, 540-541, 547-549; TT 525, 526, 527, 534, 535, 540, 541</p>

STANDARDS	PAGE REFERENCES
<p><b>A2.1.7</b> Identify and interpret the key features of a function from its graph or its formula(s).</p>	<p><b>Student Edition:</b>            218-223, 224-225, 264-270, 272-277, 278-279, 280-285, 524-530, 531-532  <i>Algebra Activity</i> 271, 525  <i>Graphing Calculator Investigation</i> 224-225, 265, 278-279, 531-532</p> <p><b>Teacher Wraparound Edition:</b>            AA 271, 525; GCI 265; ICE 219-220, 265-266, 273-274, 281-282</p>
<p><b>A2.2 Operations and Transformations with Functions</b></p>	
<p><b>A2.2.1</b> Combine functions by addition, subtraction, multiplication, and division.</p>	<p><b>Student Edition:</b>            437-438, 439-443, 444-449, 450-451, 452-457  <i>Algebra Activity</i> 437-438, 450-451  <i>Study Tip</i> 439, 440, 453, 454</p> <p><b>Teacher Wraparound Edition:</b>            DI 445; ICE 440, 445, 453-454; T 437-438, 450-451; TT 440, 445, 453, 454</p>
<p><b>A2.2.2</b> Apply given transformations to parent functions and represent symbolically.</p>	<p><b>Student Edition:</b>            265, 269 #59, #60; 278-279, 292, 531-532, 556, 729-730  <i>Graphing Calculator Investigation</i> 265, 278-279, 531-532, 556</p> <p><b>Teacher Wraparound Edition:</b>            A 279, 532; GCI 265, 556; GS 278, 531; T 531</p>
<p><b>A2.2.3</b> Determine whether a function (given in tabular or graphical form) has an inverse and recognize simple inverse pairs.</p>	<p><b>Student Edition:</b>            206-207, 209, 211, 217, 251, 344, 829  <i>Algebra Activity</i> 207</p> <p><b>Teacher Wraparound Edition:</b>            AA 207; ICE 207; OEA 211; TT 208</p>
<p><b>A2.3 Representations of Functions</b></p>	
<p><b>A2.3.1</b> Identify a function as a member of a family of functions based on its symbolic or graphical representation; recognize that different families of functions have different asymptotic behavior.</p>	<p><b>Student Edition:</b>            265, 269 #59, #60; 278-279, 292, 531-532, 556, 729-730  <i>Graphing Calculator Investigation</i> 265, 278-279, 531-532, 556</p> <p><b>Teacher Wraparound Edition:</b>            A 279, 532, 730; GCI 265, 556; GS 278, 531; T 531</p>

STANDARDS	PAGE REFERENCES
<p><b>A2.3.2</b> Describe the tabular pattern associated with functions having a constant rate of change (linear); or variable rates of change.</p>	<p><b>Student Edition:</b> 212-217, 218-223, 233-238, 240-245, 248-250, 251, 252 #8, #9, 264-270, 271, 272, 280, 642-643 <i>Algebra Activity</i> 241, 271</p> <p><b>Teacher Wraparound Edition:</b> AA 241; ICE 213-214, 219-220, 235, 242, 643; TT 220; UM 219</p>
<p><b>A2.3.3</b> Write the general symbolic forms that characterize each family of functions.</p>	<p><b>Student Edition:</b> 265, 269 #59, #60; 278-279, 292, 531-532, 556, 729-730 <i>Graphing Calculator Investigation</i> 265, 278-279, 531-532, 556</p> <p><b>Teacher Wraparound Edition:</b> A 279, 532; GCI 265, 556; GS 278, 531; T 531</p>
<p><b>A2.4 Models of Real-World Situations Using Families of Functions</b></p>	
<p><b>A2.4.1</b> Identify the family of function best suited for modeling a given real-world situation.</p>	<p><b>Student Edition:</b> 265, 269 #59, #60; 278-279, 292, 531-532, 556, 729-730 <i>Graphing Calculator Investigation</i> 265, 278-279, 531-532, 556</p> <p><b>Teacher Wraparound Edition:</b> A 279, 532; GCI 265, 556; GS 278, 531; T 531</p>
<p><b>A2.4.2</b> Adapt the general symbolic form of a function to one that fits the specifications of a given situation by using the information to replace arbitrary constants with numbers.</p>	<p><b>Student Edition:</b> 218-223, 224-225, 264-270, 272-277, 280-285, 286-291, 642-647, 653, 659, 696 <i>Graphing Calculator Investigation</i> 224-225</p> <p><b>Teacher Wraparound Edition:</b> A 225; H 272; ICE 219-220, 265-266, 273-274, 281-282, 287-288, 643-644; TT 273, 281, 282, 287</p>
<p><b>A2.4.3</b> Using the adapted general symbolic form, draw reasonable conclusions about the situation being modeled.</p>	<p><b>Student Edition:</b> 256, 266, 271, 272-274, 280-282, 293, 431, 432, 437-438, 439-440, 445, 524, 529, 533, 546, 554 <i>Algebra Activity</i> 271, 293, 431, 437-438</p>

STANDARDS	PAGE REFERENCES
<b>STANDARD A3: FAMILIES OF FUNCTIONS</b>	
<b>A3.1 Lines and Linear Functions</b>	
<p><b>A3.1.1</b> Write the symbolic forms of linear functions (standard, point-slope, and slope-intercept) given appropriate information and convert between forms.</p>	<p><b>Student Edition:</b> 218-223, 224-225, 241-245, 271, 272-277, 280-285, 286-291, 292-297, 298-305, 306-307, 309-312, 313, 337 <i>Algebra Activity</i> 271 <i>Graphing Calculator Investigation</i> 224-225, 306-307</p> <p><b>Teacher Wraparound Edition:</b> ICE 219-220, 273-274, 281-282, 287-288; TT 219, 220</p>
<p><b>A3.1.2</b> Graph lines (including those of the form <math>x = h</math> and <math>y = k</math>) given appropriate information.</p>	<p><b>Student Edition:</b> 218-223, 224-225, 248-249, 251, 272-277, 278-279, 285, 292-293, 309, 313 <i>Graphing Calculator Investigation</i> 224-225, 278-279</p> <p><b>Teacher Wraparound Edition:</b> DI 220; H 218; ICE 219-220, 273-274; T 225; TT 219, 220</p>
<p><b>A3.1.3</b> Relate the coefficients in a linear function to the slope and x- and y-intercepts of its graph.</p>	<p><b>Student Edition:</b> 218-223, 224-225, 248-249, 251, 271, 272-277, 278-279, 280-285, 286-291 <i>Algebra Activity</i> 271 <i>Graphing Calculator Investigation</i> 224-225, 278-279</p> <p><b>Teacher Wraparound Edition:</b> A 225; DI 220; ICE 219-220, 273-274, 281-282, 287-288; T 225; TT 219, 220, 273</p>
<p><b>A3.1.4</b> Find an equation of the line parallel or perpendicular to given line, through a given point; understand and use the facts that non-vertical parallel lines have equal slopes, and that non-vertical perpendicular lines have slopes that multiply to give -1.</p>	<p><b>Student Edition:</b> 278-279, 292-297, 305, 311-312, 313, 314 #9, 315 #17, 323, 369-374, 399, 514 <i>Algebra Activity</i> 293 <i>Graphing Calculator Investigation</i> 278-279</p> <p><b>Teacher Wraparound Edition:</b> AA 293; BPK 292; DI 294; ICE 293-294, 370-371; OEA 297; TT 293, 294</p>

## STANDARDS

## PAGE REFERENCES

## A3.2 Exponential and Logarithmic Functions

<p><b>A3.2.1</b> Write the symbolic form and sketch the graph of an exponential function given appropriate information.</p>	<p><b>Student Edition:</b> 418, 554-560, 561-565, 566, 567-572, 573, 577-578, 579, 843 <i>Algebra Activity</i> 569, 573 <i>Graphing Calculator Investigation</i> 418, 556 <i>Reading Mathematics</i> 566</p> <p><b>Teacher Wraparound Edition:</b> AA 569; GCI 556; H 554; ICE 555-557, 562-563, 568-569; TT 555, 557, 563</p>
<p><b>A3.2.4</b> Understand and use the fact that the base of an exponential function determines whether the function increases or decreases and how base affects the rate of growth or decay.</p>	<p><b>Student Edition:</b> 554-560, 561-565, 566, 567-572, 577-578, 579, 843 <i>Algebra Activity</i> 569, 573 <i>Graphing Calculator Investigation</i> 556 <i>Reading Mathematics</i> 566</p> <p><b>Teacher Wraparound Edition:</b> AA 569; GCI 556; GS 566; H 567; ICE 555-557, 562-563, 568-569; T 566; TT 563, 569</p>
<p><b>A3.2.5</b> Relate exponential functions to real phenomena, including half-life and doubling time.</p>	<p><b>Student Edition:</b> 418, 554-560, 561-565, 566, 567-572, 573, 577-578, 579, 843 <i>Algebra Activity</i> 569, 573 <i>Graphing Calculator Investigation</i> 418, 556 <i>Reading Mathematics</i> 566</p> <p><b>Teacher Wraparound Edition:</b> AA 569; GCI 556; H 554; ICE 555-557, 562-563, 568-569; TT 555, 557, 563</p>

## A3.3 Quadratic Functions

<p><b>A3.3.1</b> Write the symbolic form and sketch the graph of a quadratic function given appropriate information.</p>	<p><b>Student Edition:</b> 524-530, 531-532, 533-538, 544, 545, 553, 574-575, 579, 841, 842 <i>Algebra Activity</i> 525 <i>Graphing Calculator Investigation</i> 531-532, 545, 553 <i>Study Tip</i> 526, 534</p> <p><b>Teacher Wraparound Edition:</b> DI 526, 535; H 524, 533; ICE 525-527, 534-535</p>
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STANDARDS	PAGE REFERENCES
<p><b>A3.3.2</b> Identify the elements of a parabola (vertex, axis of symmetry, direction of opening) given its symbolic form or its graph, and relate these elements to the coefficient(s) of the symbolic form of the function.</p>	<p><b>Student Edition:</b>            524-530, 531-532, 533-538, 544, 545, 547-552, 553, 574-575, 579, 841, 842  <i>Algebra Activity</i> 525  <i>Graphing Calculator Investigation</i> 531-532, 545, 553  <i>Study Tip</i> 526, 534  <b>Teacher Wraparound Edition:</b>            DI 526, 535; H 524, 533; ICE 525-527, 534-535</p>
<p><b>A3.3.3</b> Convert quadratic functions from standard to vertex form by completing the square.</p>	<p><b>Student Edition:</b>            545  <i>Graphing Calculator Investigation</i> 545  <b>Teacher Wraparound Edition:</b>            A 545; T 545</p>
<p><b>A3.3.4</b> Relate the number of real solutions of a quadratic equation to the graph of the associated quadratic function.</p>	<p><b>Student Edition:</b>            525-530, 533-538, 539-544, 546-552, 575-576, 579  <i>Study Tip</i> 534  <b>Teacher Wraparound Edition:</b>            DI 353; H 533; ICE 534-535, 540-541, 547-549; OEA 538; TT 534, 535, 540, 541, 547</p>
<p><b>A3.3.5</b> Express quadratic functions in vertex form to identify their maxima or minima and in factored form to identify their zeros.</p>	<p><b>Student Edition:</b>            490, 497-500, 503-506, 510-514, 545  <i>Graphing Calculator Investigation</i> 545  <b>Teacher Wraparound Edition:</b>            A 545; ICE 497, 503; T 545; TT 497</p>
<p><b>A3.4 Power Functions</b></p>	
<p><b>A3.4.1</b> Write the symbolic form and sketch the graph of power functions.</p>	<p><b>Student Edition:</b>            524-530, 531-532, 533-538, 544, 545, 553, 574-575, 579, 841, 842  <i>Algebra Activity</i> 525  <i>Graphing Calculator Investigation</i> 531-532, 545, 553  <i>Study Tip</i> 526, 534  <b>Teacher Wraparound Edition:</b>            DI 526, 535; H 524, 533; ICE 525-527, 534-535</p>

STANDARDS	PAGE REFERENCES
<p><b>A3.4.2</b> Express directly and inversely proportional relationships as functions and recognize their characteristics.</p>	<p><b>Student Edition:</b> 264-270, 277, 309, 313, 642-647, 653, 659, 696, 701, 781, 846 <i>Graphing Calculator Investigation</i> 265 <i>Study Tip</i> 643, 644</p> <p><b>Teacher Wraparound Edition:</b> BPK 264; DI 266; GCI 265; H 264, 642; ICE 265-266, 643-644; OEA 647; TT 264-266, 643</p>
<p><b>A3.4.3</b> Analyze the graphs of power functions, noting reflectional or rotational symmetry.</p>	<p><b>Student Edition:</b> 524-530, 531-532 <i>Algebra Activity</i> 525 <i>Graphing Calculator Investigation</i> 531-532</p> <p><b>Teacher Wraparound Edition:</b> A 532; AA 525; DI 526; ICE 525-527; TT 525, 526, 527</p>
<p><b>A3.5 Polynomial Functions</b></p>	
<p><b>A3.5.1</b> Write the symbolic form and sketch the graph of simple polynomial functions.</p>	<p><b>Student Edition:</b> 524-530, 531-532, 533-538, 544, 545, 553, 574-575, 579, 841, 842 <i>Algebra Activity</i> 525 <i>Graphing Calculator Investigation</i> 531-532, 545, 553 <i>Study Tip</i> 526, 534</p> <p><b>Teacher Wraparound Edition:</b> DI 526, 535; H 524, 533; ICE 525-527, 534-535</p>
<p><b>A3.5.2</b> Understand the effects of degree, leading coefficient, and number of real zeros on the graphs of polynomial functions of degree greater than 2.</p>	<p><b>Student Edition:</b> 432-436, 469, 664</p> <p><b>Teacher Wraparound Edition:</b> ICE 433</p>
<p><b>A3.5.3</b> Determine the maximum possible number of zeros of a polynomial function and understand the relationship between the x-intercepts of the graph and the factored form of the function.</p>	<p><b>Student Edition:</b> 218-223, 224-225, 533-538, 539-544, 546-552 <i>Graphing Calculator Investigation</i> 224-225</p> <p><b>Teacher Wraparound Edition:</b> A 225; DI 535; H 533; ICE 219-220, 534-535, 540-541, 547-549; OEA 538; TT 225, 534, 535, 540, 541, 547; UM 540</p>

STANDARDS	PAGE REFERENCES
<b>STANDARD S2: BIVARIATE DATA-EXAMINING RELATIONSHIPS</b>	
<b>S2.1 Scatterplots and Correlation</b>	
<p><b>S2.1.1</b> Construct a scatterplot for a bivariate data set with appropriate labels and scales.</p>	<p><b>Student Edition:</b> 298-305, 306-307, 312, 313, 729-730, 880-882 <i>Algebra Activity</i> 299 <i>Graphing Calculator Investigation</i> 306-307, 729-730</p> <p><b>Teacher Wraparound Edition:</b> A 307, 730; AA 299; BPK 298; CC 306; H 298; ICE 299-301; KYC 306; T 729; TT 299, 301</p>
<p><b>S2.1.2</b> Given a scatterplot, identify patterns, clusters, and outliers. Recognize no correlation, weak correlation, and strong correlation.</p>	<p><b>Student Edition:</b> 298-305, 306-307, 312, 313, 729-730, 880-882 <i>Algebra Activity</i> 299 <i>Graphing Calculator Investigation</i> 306-307, 729-730</p> <p><b>Teacher Wraparound Edition:</b> A 307, 730; AA 299; BPK 298; CC 306; H 298; ICE 299-301; KYC 306; T 729, TT 301</p>
<p><b>S2.1.3</b> Estimate and interpret Pearson’s correlation coefficient for a scatterplot of a bivariate data set. Recognize that correlation measures the strength of linear association.</p>	<p><b>Student Edition:</b> 298-305, 306-307, 312, 313, 729-730, 880-882 <i>Algebra Activity</i> 299 <i>Graphing Calculator Investigation</i> 306-307, 729-730</p> <p><b>Teacher Wraparound Edition:</b> A 307, 730; AA 299; BPK 298; CC 306; H 298; ICE 299-301; KYC 306; T 729, TT 301</p>
<p><b>S2.1.4</b> Differentiate between correlation and causation. Know that a strong correlation does not imply a cause-and-effect relationship. Recognize the role of lurking variables in correlation.</p>	<p><b>Student Edition:</b> 298-305, 306-307, 312, 313, 729-730, 880-882 <i>Algebra Activity</i> 299 <i>Graphing Calculator Investigation</i> 306-307, 729-730</p> <p><b>Teacher Wraparound Edition:</b> A 307, 730; AA 299; BPK 298; CC 306; H 298; ICE 299-301; KYC 306; T 729, TT 301</p>

STANDARDS	PAGE REFERENCES
<b>S2.2 Linear Regression</b>	
<p><b>S2.2.1</b> For bivariate data that appear to form a linear pattern, find the least squares regression line by estimating visually and by calculating the equation of the regression line. Interpret the slope of the equation for a regression line.</p>	<p><b>Student Edition:</b>            298-305, 306-307, 312, 313, 729-730, 880-882  <i>Algebra Activity</i> 299  <i>Graphing Calculator Investigation</i> 306-307, 729-730</p> <p><b>Teacher Wraparound Edition:</b>            A 307, 730; AA 299; BPK 298; CC 306; H 298; KYC 306; T 729, TT 301</p>
<p><b>S2.2.2</b> Use the equation of the least squares regression line to make appropriate predictions.</p>	<p><b>Student Edition:</b>            298-305, 306-307, 312, 313, 729-730, 880-882  <i>Algebra Activity</i> 299  <i>Graphing Calculator Investigation</i> 306-307, 729-730</p> <p><b>Teacher Wraparound Edition:</b>            A 307, 730; AA 299; BPK 298; CC 306; H 298; KYC 306; T 729, TT 301</p>