



# Geometry

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STANDARDS	PAGE REFERENCES
<b>M11.A Numbers and Operations</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M11.A.1</b> Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	
<b>M11.A.1.1</b> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, exponents and scientific notation). <i>Reference: 2.1.8.A, 2.1.8.B, 2.1.11.A</i>	
<b>M11.A.1.1.1</b> Find the square root of an integer to the nearest tenth using either a calculator or estimation.	<b>Student Edition:</b> 351, 354 #12-#16, 355 #40, 360 #11, 361 #20-#25, 368, 387 Example 4, 502 Example 5b, 571 Example 4 <i>Prerequisite Skills</i> 744-745 <i>Study Guide and Review</i> 393 <b>Teacher Wraparound Edition:</b> IE 351
<b>M11.A.1.1.2</b> Express numbers and/or simplify expressions using scientific notation (including numbers less than 1).	See Glencoe's <i>Algebra 2</i> © 2005. <b>Student Edition:</b> 225, 226 #13-#17, 227 #44-#60, #63, 228 #65, 238 #66, 249 #62

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<p><b>M11.A.1.1.3</b> Simplify square roots. (e.g., <math>\sqrt{24} = 2\sqrt{6}</math>)</p>	<p><b>Student Edition:</b> 357-362, 367 Example 4, 368 <i>Study Guide and Review</i> 392 7-1</p> <p><b>Teacher Wraparound Edition:</b> IE 358 #2</p>
<p><b>M11.A.1.2</b> Apply number theory concepts to show relationships between real numbers in problem-solving settings. <i>Reference: 2.1.8.E</i></p>	
<p><b>M11.A.1.2.1</b> Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.</p>	<p>See Glencoe's <i>Algebra 2</i> © 2005.</p> <p><b>Student Edition:</b> 239-244, 302 Example 3, 479-484, 504 #56-#61 <i>Algebra Activity</i> 240 <i>Extra Practice</i> 847 Lesson 9-2</p>
<p><b>M11.A.1.3</b> Estimate the value of an irrational number. <i>Reference: 2.2.8.C</i></p>	
<p><b>M11.A.1.3.1</b> Locate/identify irrational numbers at the approximate location on a number line.</p>	<p>Real number placement on number lines can be discussed with the following examples.</p> <p><b>Student Edition:</b> 21-22</p> <p><b>Teacher Wraparound Edition:</b> IE 21, 63 #2</p>
<p><b>M11.A.1.3.2</b> Compare and/or order any real numbers (rational and irrational may be mixed).</p>	<p><b>Student Edition:</b> 11 #60-#65, 47 Example 2b, 352, 420 Example 5, 427 Example 4, 428 #8, 432 Example 3, 440 Example 3, 442 #5, 485 Example 2 <i>Geometry Activity</i> 611</p>
<b>ASSESSMENT ANCHOR</b>	
<p><b>M11.A.2 Understand the meanings of operations, use operations and understand how they relate to each other.</b></p>	
<p><b>M11.A.2.1</b> Apply ratio and/or proportion in problem-solving situations. <i>Reference: 2.2.11.A, 2.8.11.P</i></p>	
<p><b>M11.A.2.1.1</b> Solve problems using operations with rational numbers including rates and percents (single and multi-step and multiple procedure operations) (e.g., distance, work and mixture problems, etc.).</p>	<p><b>Student Edition:</b> 47, 140 Example 2, 143 #39-#41, #44-#46, 147 Example 5, 148 #13-#14, 149 #46-#49, 282 Example 1, 284 Example 4, 285 #5, #12-#15, 286 #23-#27</p> <p><b>Teacher Wraparound Edition:</b> IE 141 #2</p>

STANDARDS	PAGE REFERENCES
<p><b>M11.A.2.1.2</b> Solve problems using direct and inverse proportions.</p>	<p><b>Student Edition:</b> 140 Example 2, 282-287, 292 Example 5, 310 Example 4, 316-322 <i>Spreadsheet Investigation</i> 288 <b>Teacher Wraparound Edition:</b> A 287; DI 283; IE 141 #2, 283-284</p>
<p><b>M11.A.2.1.3</b> Identify and/or use proportional relationships in problem-solving settings.</p>	<p><b>Student Edition:</b> 140 Example 2, 282 Example 1, 292 Example 5, 310 #4, 318 Example 4, 319 #9, 320 #16-#17, 321 #28, 364 <b>Teacher Wraparound Edition:</b> IE 140 #2, 283 #1, 284 #4</p>
<p><b>M11.A.2.2</b> Use exponents, roots and/or absolute value to solve problems. <i>Reference: 2.1.11.A</i></p>	
<p><b>M11.A.2.2.1</b> Simplify/evaluate expressions involving positive and negative exponents, roots and/or absolute value (may contain all types of real numbers - exponents should not exceed power of 10).</p>	<p><b>Student Edition:</b> 21 Example 1, 161 Example 3, 163 #31, 180 Example 4, 194 Example 2, 309 Example 3, 420 Example 5, 432 Example 3, 440 Example 3 <i>Study Guide and Review</i> 432 8-3</p>
<p><b>M11.A.2.2.2</b> Simplify/evaluate expressions involving multiplying with exponents (e.g., <math>x^6 * x^7 = x^{13}</math>), powers of powers (e.g., <math>(x^6)^7 = x^{42}</math>) and powers of products <math>(2x^2)^3 = 8x^6</math> (positive exponents only).</p>	<p><b>Student Edition:</b> 21 Example 2, 47 Example 3, 93 #34, 357</p>
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>M11.A.3</b> Compute accurately and fluently and make reasonable estimates.</p>	
<p><b>M11.A.3.1</b> Apply the order of operations in computation and in problem-solving situations. <i>Reference: 2.2.8.A</i></p>	
<p><b>M11.A.3.1.1</b> Simplify/evaluate expressions using the order of operations to solve problems (any rational numbers may be used).</p>	<p><b>Student Edition:</b> 11 #57, 24 Example 5, 32 Example 3, 39 Example 2, 48 Example 4, #10, 93 #34, 95, 98 #24-#29 <b>Teacher Wraparound Edition:</b> IE 95, 425 Example 2</p>

STANDARDS	PAGE REFERENCES
<p><b>M11.A.3.2</b> Use estimation strategies in problem-solving situations. <i>Reference: 2.2.11.B, 2.2.11.D</i></p>	
<p><b>M11.A.3.2.1</b> Use estimation to solve problems.</p>	<p><b>Student Edition:</b> 143 #39, 379-380 Example 3, 381 #32-#34, 620 #23, #27, 652 #25 <i>Geometry Activity 22</i> <b>Teacher Wraparound Edition:</b> DI 618</p>
<p><b>M11.B Measurement</b></p>	
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>M11.B.1 Apply appropriate techniques, tools and formulas to determine measurements.</b></p>	
<p><b>M11.B.1.1</b> Use and/or compare measurements of angles. <i>Reference: 2.3.11.A, 2.3.11.B</i></p>	
<p><b>M11.B.1.1.1</b> Measure and/or compare angles in degrees (up to 360°) (protractor must be provided or drawn).</p>	<p><b>Student Edition:</b> 29-35, 39 Example 2, 41 #10, 250 Example 4, 251 #3, 253 #51 <i>Geometry Activity 249</i> <i>Getting Started 234 #4-#11</i> <i>Standardized Test Practice 632 #6</i> <b>Teacher Wraparound Edition:</b> IE 30, 39</p>
<p><b>M11.B.1.2</b> Use and/or develop procedures to determine or describe measures of perimeter, circumference, area, surface area and/or volume. (May require conversions within the same system.) <i>Reference: 2.3.8.A, 2.3.8.D</i></p>	
<p><b>M11.B.1.2.1</b> Calculate the surface area of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.</p>	<p><b>Student Edition:</b> 650 Example 2, 651 Example 3, #3-#5, 652 #16-#28, 655-659, 660-665, 666-669, 671-676 <b>Teacher Wraparound Edition:</b> IE 650 #2, 651 #3, 656, 661, 667, 672-673</p>
<p><b>M11.B.1.2.2</b> Calculate the volume of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.</p>	<p><b>Student Edition:</b> 688-693, 696-701, 702-706 <i>Spreadsheet Investigation 695</i> <b>Teacher Wraparound Edition:</b> A 697, 701; IE 689-691, 697-698, 703</p>

STANDARDS	PAGE REFERENCES
<p><b>M11.B.1.2.3</b> Estimate area, perimeter or circumference of an irregular figure.</p>	<p><b>Student Edition:</b> 617-621, 627 #35-#36 <i>Practice Test</i> 631 #16-#18 <i>Study Guide and Review</i> 630 11-4 <b>Teacher Wraparound Edition:</b> A 621; DI 618; IE 618</p>
<p><b>M11.B.1.2.4</b> Find the measurement of a missing length given the perimeter, circumference, area or volume.</p>	<p><b>Student Edition:</b> 527 #44-#51, 604 Example 4, 605 #10-#11, 606 #30-#35, 645 Example 3, 653 #39, 656 Example 3, 657 #6-#7, #17-#20, 667 Example 1 <b>Teacher Wraparound Edition:</b> IE 604</p>
<p><b>M11.B.1.3</b> Describe how a change in one dimension of a figure (2 or 3 dimensional) affects other measurements of that figure. <i>Reference: 2.3.8.E</i></p>	
<p><b>M11.B.1.3.1</b> Describe how a change in the linear dimension of a figure affects its perimeter, circumference, area or volume.</p> <ul style="list-style-type: none"> <li>• How does changing the length of the radius of a circle affect the circumference of the circle?</li> <li>• How does changing the length of the edge of a cube affect the volume of the cube?</li> <li>• How does changing the length of the base of a triangle affect the area of the triangle?</li> </ul>	<p><b>Student Edition:</b> 495 #38, 509 #13-#14, 599 #32-#34, 607 #47, 615 #49-#54, 647 #36-#38, 653 #29-#33, 658 #21, 707-710 <i>Spreadsheet Investigation</i> 695 <b>Teacher Wraparound Edition:</b> IE 709</p>
<p><b>M11.C Geometry</b></p>	
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>M11.C.1</b> Analyze characteristics and properties of two- and three-dimensional geometric shapes and demonstrate understanding of geometric relationships.</p>	
<p><b>M11.C.1.1</b> Identify and/or use parts of circles and segments associated with circles. <i>Reference: 2.9.11.F</i></p>	
<p><b>M11.C.1.1.1</b> Identify and/or use the properties of a radius, diameter and/or tangent of a circle (given numbers should be whole).</p>	<p><b>Student Edition:</b> 522-528, 552-558 <i>Geometry Activity</i> 624 <i>Geometry Software Investigation</i> 552 <b>Teacher Wraparound Edition:</b> A 528; DI 525; GA 524; GSA 552; IE 523-525, 553</p>

STANDARDS	PAGE REFERENCES
<p><b>M11.C.1.1.2</b> Identify and/or use the properties of arcs, semicircles, inscribed angles and/or central angles.</p>	<p><b>Student Edition:</b> 529-535, 536-542, 623 <b>Teacher Wraparound Edition:</b> A 543; DI 531, 537; IE 530-532, 537-539, 623; W 529</p>
<p><b>M11.C.1.2</b> Recognize and/or apply properties of angles, triangles and quadrilaterals. <i>Reference: 2.9.8.D, 2.9.11.C</i></p>	
<p><b>M11.C.1.2.1</b> Identify and/or use properties of triangles (e.g., medians, altitudes, angle bisectors, side/angle relationships, Triangle Inequality Theorem).</p>	<p><b>Student Edition:</b> 200-205, 207-212, 238-245, 261-265, 267-272, 307-308 <b>Teacher Wraparound Edition:</b> A 245; DI 240; IE 201, 209, 239-241, 268-269</p>
<p><b>M11.C.1.2.2</b> Identify and/or use properties of quadrilaterals (e.g., parallel sides, diagonals, bisectors, congruent sides/angles and supplementary angles).</p>	<p><b>Student Edition:</b> 411-415, 418-422, 424-430, 431-437, 439-444 <i>Geometry Activity</i> 417, 438 <i>Geometry Software Investigation</i> 448 <b>Teacher Wraparound Edition:</b> IE 412-413, 418-420, 425</p>
<p><b>M11.C.1.2.3</b> Identify and/or use properties of isosceles and equilateral triangles.</p>	<p><b>Student Edition:</b> 179-182, 216-220 <i>Geometry Activity</i> 216 <b>Teacher Wraparound Edition:</b> A 221; DI 180, 218; GA 179; IE 179, 217</p>
<p><b>M11.C.1.3</b> Use properties of congruence, correspondence and similarity in problem-solving settings involving two- and three- dimensional figures. <i>Reference: 2.9.11.B</i></p>	
<p><b>M11.C.1.3.1</b> Identify and/or use properties of congruent and similar polygons or solids.</p>	<p><b>Student Edition:</b> 192-197, 200-205, 207-212 <i>Geometry Activity</i> 214-215 <b>Teacher Wraparound Edition:</b> DI 193, 201; IE 193, 201, 209</p>
<p><b>M11.C.1.4</b> Solve problems involving right triangles using the Pythagorean Theorem. <i>Reference: 2.10.11.B</i></p>	
<p><b>M11.C.1.4.1</b> Find the measure of a side of a right triangle using the Pythagorean Theorem (Pythagorean Theorem included on the reference sheet).</p>	<p><b>Student Edition:</b> 21, 350-356, 358, 363 #45-#50 <i>Geometry Activity</i> 349 <b>Teacher Wraparound Edition:</b> A 356; DI 352, 353; H 350; IE 351-352</p>

STANDARDS		PAGE REFERENCES
<b>ASSESSMENT ANCHOR</b>		
<b>M11.C.2 Locate points or describe relationships using the coordinate plane.</b>		
<b>M11.C.2.1</b> Solve problems using analytic geometry. <i>Reference: 2.9.11.G</i>		
<b>M11.C.2.1.1</b> Calculate the distance and/or midpoint between 2 points on a number line or on a coordinate plane (formula provided on the reference sheet).	<b>Student Edition:</b> 21-27, 159-163, 161 Example 3 <i>Geometry Activity</i> 22, 28, 165 <i>Graphing Calculator Investigation</i> 158 <b>Teacher Wraparound Edition:</b> A 27; DI 24; H 21; IE 21-23, 160-161	
<b>M11.C.2.1.2</b> Relate slope to perpendicularity and/or parallelism (limit to linear algebraic expressions; slope formula provided on the reference sheet).	<b>Student Edition:</b> 140, 141, 142 #8-#9, #19-#24, #34-#35, #37-#38, 143 #29-#32, 154 Example 4, #11, 156 #38-#39, 157 #55-#56 <b>Teacher Wraparound Edition:</b> A 144, 157; IE 141 #3-#4, 153 #4	
<b>M11.D Algebraic Concepts</b>		
<b>ASSESSMENT ANCHOR</b>		
<b>M11.D.1 Demonstrate an understanding of patterns, relations and functions.</b>		
<b>M11.D.1.1</b> Analyze and/or use patterns or relations. <i>Reference: 2.8.11.Q, 2.8.11.A, 2.8.11.O</i>		
<b>M11.D.1.1.1</b> Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.	<b>Student Edition:</b> 27 #50-#53, 47 Example 2, 140 Example 2, 147 Example 5, 149 #47-#48, 327 <i>Prerequisite Skills</i> 741 <b>Teacher Wraparound Edition:</b> IE 146 #5	
<b>M11.D.1.1.2</b> Determine if a relation is a function given a set of points or a graph.	Functions can be identified in the following examples: <b>Student Edition:</b> 21 Example 2, 140 Example 1, 146 Example 3, 149 #48 <i>How</i> 145 <i>Practice Test</i> 36 #1-#3 <i>Prerequisite Skills</i> 741 <b>Teacher Wraparound Edition:</b> IE 146 #3	

STANDARDS	PAGE REFERENCES
<p><b>M11.D.1.1.3</b> Identify the domain, range or inverse of a relation (may be presented as ordered pairs or a table).</p>	<p>Domain, range or inverse of a relation can be identified in the following examples:  <b>Student Edition:</b>            21 Example 2, 25 #23-#28, 26 #37-#42, 146 Example 3, 149 #50-#51  <i>Practice Quiz</i> 36 #1-#3  <i>Prerequisite Skills</i> 728-729  <b>Teacher Wraparound Edition:</b>            IE 146 #3</p>
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>M11.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.</b></p>	
<p><b>M11.D.2.1 Write, solve and/or graph linear equations and inequalities using various methods.</b>  <i>Reference: 2.8.8.F, 2.8.11.D, 2.8.11.H, 2.8.11.J, 2.8.11.N, 2.8.11.L, 2.8.11.K</i></p>	
<p><b>M11.D.2.1.1</b> Solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).</p>	<p><b>Student Edition:</b>            66 #65-#67, 149 #55, 262 Example 2  <i>Prerequisite Skills</i> 739-740</p>
<p><b>M11.D.2.1.2</b> Identify or graph functions, linear equations or linear inequalities on a coordinate plane.</p>	<p><b>Student Edition:</b>            21 Example 2, 140 Example 1, 146 Example 3, 149 #48  <i>How</i> 145  <i>Practice Test</i> 36 #1-#3  <i>Prerequisite Skills</i> 741  <b>Teacher Wraparound Edition:</b>            IE 146 #3</p>
<p><b>M11.D.2.1.3</b> Write, solve and/or apply a linear equation (including problem situations).</p>	<p><b>Student Edition:</b>            39 Example 2, 40 Example 3, 94 Example 1, 144 #47, 163 #31, 181 #26-#29, 197 #30  <i>Graphing Calculator Investigation</i> 158  <i>Prerequisite Skills</i> 737, 742-743  <b>Teacher Wraparound Edition:</b>            IE 39, 95 #1</p>
<p><b>M11.D.2.1.4</b> Write and/or solve systems of equations using graphing, substitution and/or elimination (limit systems to 2 equations).</p>	<p><b>Student Edition:</b>            157 #46, 161 Example 3, 162 #7-#8, 627 #34  <i>Graphing Calculator Investigation</i> 158  <i>Prerequisite Skills</i> 742-743  <b>Teacher Wraparound Edition:</b>            IE 161</p>

STANDARDS	PAGE REFERENCES
<p><b>M11.D.2.1.5</b> Solve quadratic equations using factoring (integers only – not including completing the square or the Quadratic Formula).</p>	<p><b>Student Edition:</b> 719 #39 <i>Prerequisite Skills</i> 750-751</p>
<p><b>M11.D.2.2</b> Simplify expressions involving polynomials. <i>Reference: 2.8.11.S</i></p>	
<p><b>M11.D.2.2.1</b> Add, subtract and/or multiply polynomial expressions (express answers in simplest form – nothing larger than a binomial multiplied by a trinomial).</p>	<p><b>Student Edition:</b> 93 #34, 144 #47, 421 #6-#7, #19-#24, 443 #9, 445 #44-#48, 549 #5, 575-579, 653 #40, 706 #37</p>
<p><b>M11.D.2.2.2</b> Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form <math>ax^2+bx+c</math> where <math>a</math> is not equal to 0).</p>	<p><b>Student Edition:</b> 421 #6-#7, #19-#24, 428 #10-#15, 443 #19, 445 #44-#48, 549 #5, 580 #46, 648 #42, 694 #34, 701 #34</p>
<p><b>M11.D.2.2.3</b> Simplify algebraic fractions.</p>	<p><b>Student Edition:</b> 138 #46, 163 #31, 245 #42, 253 #56, 376 #29, 437 #47, 481 #42, 487 #41, 642 #45 <i>Geometry Activity</i> 391 <i>Prerequisite Skills</i> 736 Example 2a, #1-#3, #5, #8</p>
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>M11.D.3</b> Analyze change in various contexts.</p>	
<p><b>M11.D.3.1</b> Describe and/or determine change. <i>Reference: 2.8.8.J, 2.11.8.B</i></p>	
<p><b>M11.D.3.1.1</b> Identify, describe and/or use constant or varying rates of change.</p>	<p><b>Student Edition:</b> 272 #28-#29, 273 #33, 282-287, 300 Example 3, 303 #32, 435 #38, 612 Example 2 <i>Prerequisite Skills</i> 730-731 <i>Spreadsheet Investigations</i> 288 <i>Why</i> 13 <b>Teacher Wraparound Edition:</b> TT 291</p>
<p><b>M11.D.3.1.2</b> Determine how a change in one variable relates to a change in a second variable (e.g., <math>y=4/x</math>, if <math>x</math> doubles, what happens to <math>y</math>?).</p>	<p><b>Student Edition:</b> 284 #4, 285 #11, 286 #23, #26, 272 #28-#29, 292 Example 5 <i>Spreadsheet Investigation</i> 288, 695 <i>Standardized Test Practice</i> 172 #9</p>

STANDARDS	PAGE REFERENCES
<p><b>M11.D.3.2</b> Compute and/or use the slope of a line. <i>Reference: 2.8.11.J, 2.8.11.L</i></p>	
<p><b>M11.D.3.2.1</b> Apply the formula for the slope of a line to solve problems (formula given on reference sheet).</p>	<p><b>Student Edition:</b> 140 Example 2, 142 #12-#14, 143 #39-#41, #44-#46, 144 #48, 147 Example 5, 148 #13-#14, 149 #45-#51 <i>How</i> 139, 145 <b>Teacher Wraparound Edition:</b> IE 141 #2, 146 #5</p>
<p><b>M11.D.3.2.2</b> Given the graph of the line, 2 points on the line, or the slope and a point on a line, write or identify the linear equation in point-slope, standard and/or slope-intercept form.</p>	<p><b>Student Edition:</b> 139-140 Example 1, 142 #2, 144 #47, 145-149, 475 #39, 496 #55 <b>Teacher Wraparound Edition:</b> A 150; IE 146</p>
<p><b>M11.D.3.2.3</b> Compute the slope and/or y-intercept represented by a linear equation or graph.</p>	<p><b>Student Edition:</b> 139-141, 142 #5-#7, 143 #25-#32, 147 Example 5, 149 #46, 154 Example 4, 156 #38-#39, 157 #51-#54 <b>Teacher Wraparound Edition:</b> IE 146 #5, 153 #4</p>
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>M11.D.4</b> Describe or use models to represent quantitative relationships.</p>	
<p><b>M11.D.4.1</b> Interpret and/or use linear, quadratic and/or exponential functions and their equations, graphs or tables. <i>Reference: 2.8.11.K, 2.8.11.Q</i></p>	
<p><b>M11.D.4.1.1</b> Match the graph of a given function to its table or equation.</p>	<p><b>Student Edition:</b> 140, 146 Example 3, 148 #10-#12, 149 #52, 154 Example 4, 156 #38-#39 <i>How</i> 145 <b>Teacher Wraparound Edition:</b> IE 153 #4</p>

STANDARDS	PAGE REFERENCES
<b>M11.E Data Analysis and Probability</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.</b>	
<b>M11.E.1.1</b> Appropriately display and/or use data in problem-solving settings. <i>Reference: 2.6.11.A, 2.6.8.E</i>	
<b>M11.E.1.1.1</b> Create and/or use appropriate graphical representations of data, including box-and-whisker plots, stem-and-leaf plots or scatter plots.	<b>Student Edition:</b> 16 Example 5, 18 #43-#45, 70 Example 3, 72 #15-#17, 73 #41-#44, 143 #39-#41, #44-#46, 531 Example 3, 533 #13 <i>Standardized Test Practice</i> 173 #15 <b>Teacher Wraparound Edition:</b> IE 531 #3
<b>M11.E.1.1.2</b> Analyze data and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots or scatter plots).	<b>Student Edition:</b> 16 Example 5, 18 #43-#45, 70 Example 3, 72 #15-#17, 73 #41-#44, 143 #39-#41, #44-#46, 531 Example 3, 533 #13 <i>Standardized Test Practice</i> 173 #15 <b>Teacher Wraparound Edition:</b> IE 531 #3
<b>ASSESSMENT ANCHOR</b>	
<b>M11.E.2 Select and/or use appropriate statistical methods to analyze data.</b>	
<b>M11.E.2.1</b> Use measures of central tendency to describe a set of data. <i>Reference: 2.6.8.A, 2.6.11.A</i>	
<b>M11.E.2.1.1</b> Calculate or select the appropriate measure of central tendency (mean, mode or median) of a set of data given or represented on a table, line plot or stem-and-leaf plot.	<b>Student Edition:</b> 382 #43, 616 #58
<b>M11.E.2.1.2</b> Calculate and/or interpret the range, quartiles and interquartile range of data.	Using range, quartiles and interquartile range of data can be discussed with the following examples: <b>Student Edition:</b> 382 #43, 616 #58
<b>M11.E.2.1.3</b> Describe how outliers affect measures of central tendency.	See Glencoe's <i>Algebra 2</i> © 2005. <b>Student Edition:</b> <i>Graphing Calculator Investigation</i> 666 <i>Prerequisite Skills</i> 826-827 <i>Study Tip</i> 83

STANDARDS		PAGE REFERENCES
<b>ASSESSMENT ANCHOR</b>		
<b>M11.E.3 Understand and/or apply basic concepts of probability or outcomes.</b>		
<b>M11.E.3.1</b> Apply probability and/or odds to practical situations. <i>Reference: 2.7.11.A, 2.7.11.E</i>		
<b>M11.E.3.1.1</b> Find probabilities for independent, dependent or compound events and represent as a fraction, decimal or percent).	<b>Student Edition:</b> 265 #49, 527 #56-#57, 622-627, 700 #28, 705 #27 <i>Geometry Activity 20</i> <b>Teacher Wraparound Edition:</b> A 20, 627; DI 625; IE 623; T 20	
<b>M11.E.3.1.2</b> Find, convert and/or compare the probability and/or odds of a simple event.	<b>Student Edition:</b> 265 #49, 527 #56-#57, 622-627, 700 #28, 705 #27 <i>Geometry Activity 20</i> <b>Teacher Wraparound Edition:</b> A 627; DI 624, 625; IE 623	
<b>M11.E.3.2</b> Apply counting techniques in problem-solving settings. <i>Reference: 2.7.8.A</i>		
<b>M11.E.3.2.1</b> Determine the number of permutations and/or combinations or apply the fundamental counting principle (formula provided on the reference sheet).	<b>Student Edition:</b> 265 #48	
<b>ASSESSMENT ANCHOR</b>		
<b>M11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.</b>		
<b>M11.E.4.1</b> Make predictions using data displays and probability. <i>Reference: 2.7.8.E, 2.6.11.D</i>		
<b>M11.E.4.1.1</b> Estimate or calculate to make predictions based on a circle, line, bar graph or given situation.	<b>Student Edition:</b> 16 Example 5, 18 #43-#45, 70 Example 3, 72 #15-#17, 73 #41-#44, 143 #39-#41, #44-#46, 531 Example 3, 533 #13 <i>Standardized Test Practice 173 #15</i> <b>Teacher Wraparound Edition:</b> IE 531 #3	
<b>M11.E.4.1.2</b> Use probability to predict outcomes.	<b>Student Edition:</b> 265 #49, 527 #56-#57, 622-627, 700 #28, 705 #27 <i>Geometry Activity 20</i> <b>Teacher Wraparound Edition:</b> A 20, 627; DI 625; IE 623	

STANDARDS	PAGE REFERENCES
<p><b>M11.E.4.2</b> Analyze and/or interpret data on a scatter plot and/or use a scatter plot to make predictions. <i>Reference: 2.6.11.C, 2.6.11.D</i></p>	
<p><b>M11.E.4.2.1</b> Draw, find and/or write an equation for a line of best fit for a scatter plot.</p>	<p>See Glencoe's <i>Algebra 2</i> © 2005. <b>Student Edition:</b> 81, 83 #4-#5, 84 #6-#9, 85 #15, 95 #53, 99 #51</p>
<p><b>M11.E.4.2.2</b> Make predictions using the equations or graphs of best-fit lines of scatter plots.</p>	<p>See Glencoe's <i>Algebra 2</i> © 2005. <b>Student Edition:</b> 82 Example 2, 83 #3-#5, 84-85, 95 #54-#55, 99</p>