



# Geometry

## Concepts and Applications

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| STANDARDS   | PAGE REFERENCES  |
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| <b>Grade Ten</b>  |  |
| <b>Number, Number Sense and Operations Standard</b>   |  |
| <i>Number and Number Systems</i>  |  |
| 1. Connect physical, verbal and symbolic representations of irrational numbers; e.g., construct $\sqrt{2}$ as a hypotenuse or on a number line. | <b>Student Edition:</b><br>51, 54 #4, 67 #26, 127 #27, 479, 548<br><i>Test 85 #2</i><br><b>Teacher Wraparound Edition:</b><br>AN 54                              |
| <i>Meaning of Operations</i>  |  |
| 2. Explain the meaning of the $n$ th root.  | The text defines the square root, which can be extended to higher order roots.<br><b>Student Edition:</b><br>548<br><b>Teacher Wraparound Edition:</b><br>TT 549 |
| <i>Computation and Estimation</i>   |  |
| 3. Use factorial notation and computations to represent and solve problem situations involving arrangements.                                    | <b>Student Edition:</b><br>138 Ex #1<br>Factorial notation is not explicit in Example #1, but the computation is of the factorial type.                          |

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| 4. Approximate the $n$ th root of a given number greater than zero between consecutive integers when $n$ is an integer; e.g., the 4th root of 50 is between 2 and 3.   | <b>Student Edition:</b><br>548-549<br><b>Teacher Wraparound Edition:</b><br>TT 549   |
| <b>Measurement Standard</b>  |  |
| <i>Use Measurement Techniques and Tools</i>  |  |
| 1. Explain how a small error in measurement may lead to a large error in calculated results.   | <b>Student Edition:</b><br>58, 428 #1<br><i>Graphing Calculator Exploration 428 #3</i><br><b>Teacher Wraparound Edition:</b><br>EA 59; OEA 61; RA 59; TT 428   |
| 2. Calculate relative error.   | <b>Student Edition:</b><br>58<br><i>Percent of error</i> in the text defines the relative precision of a measurement. It is sometimes called relative error.   |
| 3. Explain the difference between absolute error and relative error in measurement.  | <b>Student Edition:</b><br>58<br><i>Percent of error</i> in the text defines the relative precision of a measurement. It is sometimes called relative error. In this definition of precision, <i>greatest possible error</i> could be called <i>absolute error</i> .   |
| 4. Give examples of how the same absolute error can be problematic in one situation but not in another; e.g., compare “accurate to the nearest foot” when measuring the height of a person versus when measuring the height of a mountain. | <b>Student Edition:</b><br>58, 59 #3<br><b>Teacher Wraparound Edition:</b><br>OEA 61; RA 59<br><i>Greatest possible error</i> is sometimes called <i>absolute error</i> . It describes the precision of the measuring tool. The larger the object being measured, the less significant is the precision of the tool. |
| 5. Determine the measures of central and inscribed angles and their associated major and minor arcs.   | <b>Student Edition:</b><br>462-464, 466 #13-#24, 586-591<br><b>Teacher Wraparound Edition:</b><br>IE 463-465, 586-589; OEA 467; T 462  |

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| <b>Geometry and Spatial Sense Standard</b>  |   |
| <i>Characteristics and Properties</i>   |   |
| <p>1. Formally define and explain key aspects of geometric figures, including:</p> <ul style="list-style-type: none"> <li>a. interior and exterior angles of polygons;</li> <li>b. segments related to triangles (median, altitude, midsegment);</li> <li>c. points of concurrency related to triangles (centroid, incenter, orthocenter, circumcenter);</li> <li>d. circles (radius, diameter, chord, circumference, major arc, minor arc, sector, segment, inscribed angle).</li> </ul>   | <p><b>Student Edition:</b><br/>148-151, 228-230, 234-237, 282-285, 312, 454-456, 462-465<br/><i>Hands-On Geometry</i> 283, 408<br/><i>Investigation</i> 244-245<br/><b>Teacher Wraparound Edition:</b><br/>ICE 235, 409, 455, 463</p>                                       |
| <p>2. Recognize and explain the necessity for certain terms to remain undefined, such as point, line and plane.</p>   | <p><b>Student Edition:</b><br/>12-14, 15 #1<br/><i>Reading Geometry</i> 12<br/><b>Teacher Wraparound Edition:</b><br/>A 17; T 12; TT 14</p>   |
| <p>3. Make, test and establish the validity of conjectures about geometric properties and relationships using counterexample, inductive and deductive reasoning, and paragraph or two-column proof, including:</p> <ul style="list-style-type: none"> <li>a. prove the Pythagorean Theorem;</li> <li>b. prove theorems involving triangle similarity and congruence;</li> <li>c. prove theorems involving properties of lines, angles, triangles and quadrilaterals;</li> <li>d. test a conjecture using basic constructions made with a compass and straightedge or technology.</li> </ul> | <p><b>Student Edition:</b><br/>62-65, 96-98, 256-259, 362-365, 638-640<br/><i>Graphing Calculator Exploration</i> 193, 316-317<br/><i>Hands-On Geometry</i> 65, 99<br/><i>Investigation</i> 101-103, 432-433<br/><b>Teacher Wraparound Edition:</b><br/>ICE 365; TT 257</p> |
| <i>Spatial Relationships</i>  |   |
| <p>4. Construct right triangles, equilateral triangles, parallelograms, trapezoids, rectangles, rhombuses, squares and kites, using compass and straightedge or dynamic geometry software.</p>  | <p><b>Student Edition:</b><br/>210-212, 215-217, 474<br/><i>Hands-On Geometry</i> 210, 474, 559<br/><i>Investigation</i> 102-103, 380-381<br/><b>Teacher Wraparound Edition:</b><br/>ICE 475; ML 559</p>  |

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| 5. Construct congruent figures and similar figures using tools, such as compass, straightedge, and protractor or dynamic geometry software.  | <b>Student Edition:</b><br>356-358<br><i>Hands-On Geometry</i> 210, 362, 388, 425<br><i>Investigation</i> 432-433<br><b>Teacher Wraparound Edition:</b><br>ML 356                         |
| <i>Transformation and Symmetry</i>   |   |
| 6. Identify the reflection and rotation symmetries of two- and three dimensional figures.  | <b>Student Edition:</b><br>198-200, 267 #32, 321 #33, 707 #25<br><b>Teacher Wraparound Edition:</b><br>FA 706; ICE 199; TT 693  |
| 7. Perform reflections and rotations using compass and straightedge constructions and dynamic geometry software.   | <b>Student Edition:</b><br>267 #32, 321 #33<br><i>Graphing Calculator Exploration</i> 700<br><i>Hands-On Geometry</i> 692<br><b>Teacher Wraparound Edition:</b><br>EC 201; ML 203; MW 691 |
| 8. Derive coordinate rules for translations, reflections and rotations of geometric figures in the coordinate plane.   | <b>Student Edition:</b><br>262-264, 266 #28, 687-688, 689 #4<br><b>Teacher Wraparound Edition:</b><br>EC 201; ICE 688; OEA 267, 690   |
| 9. Show and describe the results of combinations of translations, reflections and rotations (compositions); e.g., perform compositions and specify the result of a composition as the outcome of a single motion, when applicable. | <b>Student Edition:</b><br>202 #27, 695 #14, 703-704<br><i>Investigation</i> 708-709<br><i>Math In the Workplace</i> 691<br><b>Teacher Wraparound Edition:</b><br>ML 703; TT 693          |
| <i>Visualization and Geometric Models</i>  |   |
| 10. Solve problems involving chords, radii and arcs within the same circle.  | <b>Student Edition:</b><br>454-456, 458 #31, 462-465, 466 #30-#35, 468-471, 473 #27-#29<br><b>Teacher Wraparound Edition:</b><br>EC 466; ICE 463, 470; OEA 473                            |

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| <b>Patterns, Functions and Algebra Standard</b>  |   |
| <i>Use Patterns, Relations and Functions</i>   |   |
| 1. Define function formally and with $f(x)$ notation.  | <b>Student Edition:</b><br>492 Ex #2  |
| 2. Describe and compare characteristics of the following families of functions: square root, cubic, absolute value and basic trigonometric functions; e.g., general shape, possible number of roots, domain and range. | <b>Student Edition:</b><br>548-551, 564-567, 572-574, 578-580<br><b>Teacher Wraparound Edition:</b><br>ICE 574; ML 564  |
| <i>Use Algebraic Representations</i>   |   |
| 3. Solve equations and formulas for a specified variable; e.g., express the base of a triangle in terms of the area and height.  | <b>Student Edition:</b><br>272-273, 373 #28, 450 Ex #1, 467 #43, 653 #13-#15<br><b>Teacher Wraparound Edition:</b><br>EC 653                                  |
| 4. Use algebraic representations and functions to describe and generalize geometric properties and relationships.  | <b>Student Edition:</b><br>56-57, 104-107, 202 #29, 327-329<br><b>Teacher Wraparound Edition:</b><br>ICE 57, 190  |
| 5. Solve simple linear and nonlinear equations and inequalities having square roots as coefficients and solutions.   | <b>Student Edition:</b><br>185 #2, 256-259, 260 #25-#28, 458 #38, 470, 548-551, 552 #4-#14, 594, 673 #7<br><b>Teacher Wraparound Edition:</b><br>ICE 550, 551 |
| 6. Solve equations and inequalities having rational expressions as coefficients and solutions.   | <b>Student Edition:</b><br>9 #39, 350-352, 365 Ex #3, 368-371, 383 #2<br><b>Teacher Wraparound Edition:</b><br>ICE 365; ML 276                                |
| 7. Solve systems of linear inequalities.   | <b>Student Edition:</b><br>296-298, 298 #2<br><b>Teacher Wraparound Edition:</b><br>5MC 296   |
| 8. Graph the quadratic relationship that defines circles.  | <b>Student Edition:</b><br>618-620, 621 #26-#27<br><b>Teacher Wraparound Edition:</b><br>ICE 619  |

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| 9. Recognize and explain that the slopes of parallel lines are equal and the slopes of perpendicular lines are negative reciprocals.  | <b>Student Edition:</b><br>168-170<br><i>Graphing Calculator Exploration</i> 170<br><i>Hands-On Geometry</i> 169<br><b>Teacher Wraparound Edition:</b><br>ICE 171                         |
| 10. Solve real-world problems that can be modeled using linear, quadratic, exponential or square root functions.  | <b>Student Edition:</b><br>139 #5, 177 #12, 178 #35, 179 #36, 258 #3, 264 #3, 265 #11, 266 #28, 545 #10, 551 #9, 553 #43, 594 #2<br><b>Teacher Wraparound Edition:</b><br>ICE 264; ML 548 |
| 11. Solve real-world problems that can be modeled, using systems of linear equations and inequalities.  | <b>Student Edition:</b><br>677 #3, 680 #24, 683 #3, 684 #11, 685 #29<br><b>Teacher Wraparound Edition:</b><br>ICE 677   |
| <i>Analyze Change</i>   |   |
| 12. Describe the relationship between slope of a line through the origin and the tangent function of the angle created by the line and the positive x-axis.   | <b>Student Edition:</b><br>168-171, 564-567<br><b>Teacher Wraparound Edition:</b><br>TT 565, 567  |
| <b>Data Analysis and Probability Standard</b>   |   |
| <i>Data Collection</i>  |   |
| 1. Describe measures of center and the range verbally, graphically and algebraically.   | <b>Student Edition:</b><br>224, 307 #5<br><i>Math In the Workplace</i> 339<br><b>Teacher Wraparound Edition:</b><br>TT 339  |
| 2. Represent and analyze bivariate data using appropriate graphical displays (scatterplots, parallel box-and-whisker plots, histograms with more than one set of data, tables, charts, spreadsheets) with and without technology. | <b>Student Edition:</b><br>184-185<br><i>Math In the Workplace</i> 339<br><i>Preparing for Standardized Tests</i> 139 #10, 347 #10<br><b>Teacher Wraparound Edition:</b><br>TT 339        |
| 3. Display bivariate data where at least one variable is categorical.   | <b>Student Edition:</b><br>185 #3   |

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| 4. Identify outliers on a data display; e.g., use interquartile range to identify outliers on a box-and-whisker plot.  | <b>Student Edition:</b><br><i>Math In the Workplace</i> 339<br><b>Teacher Wraparound Edition:</b><br>TT 339   |
| <i>Statistical Methods</i>   |   |
| 5. Provide examples and explain how a statistic may or may not be an attribute of the entire population; e.g., intentional or unintentional bias may be present.                                       | <b>Student Edition:</b><br>46-47, 133 #33, 267 #34<br><i>Preparing for Standardized Tests</i> 185 #1<br><b>Teacher Wraparound Edition:</b><br>EA 32; OEA 34     |
| 6. Interpret the relationship between two variables using multiple graphical displays and statistical measures; e.g., scatterplots, parallel box-and-whisker plots, and measures of center and spread. | <b>Student Edition:</b><br>184-185<br><i>Math In the Workplace</i> 339<br><b>Teacher Wraparound Edition:</b><br>TT 339  |
| <i>Probability</i>   |   |
| 7. Model problems dealing with uncertainty with area models (geometric probability).   | <b>Student Edition:</b><br>138-139  |
| 8. Differentiate and explain the relationship between the probability of an event and the odds of an event, and compute one given the other.   | <b>Student Edition:</b><br><i>Preparing for Standardized Tests</i> 139 #10, 185 #9, 347 #2, 451 #6, 629 #2  |
| <b>Grade Eleven</b>  |   |
| <b>Number, Number Sense and Operations Standard</b>  |   |
| <i>Number and Number Systems</i>   |   |
| 1. Determine what properties hold for matrix addition and matrix multiplication; e.g., use examples to show addition is commutative and when multiplication is not commutative.                        | <b>Student Edition:</b><br>279<br><i>Matrix addition or multiplication</i> is not described.<br><i>Properties of addition and multiplication</i> are mentioned. |
| 2. Determine what properties hold for vector addition and multiplication, and for scalar multiplication.   | <b>Student Edition:</b><br><i>Investigation</i> 74-75<br><b>Teacher Wraparound Edition:</b><br>A 75   |
| 3. Represent complex numbers on the complex plane.   | See Glencoe's <i>Algebra 2</i> © 2008.<br><i>Algebra Lab</i> 262  |

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| <i>Meaning of Operations</i>   |  |
| 4. Use matrices to represent given information in a problem situation.   | See Glencoe's <i>Algebra 2</i> © 2008.   |
| 5. Model, using the coordinate plane, vector addition and scalar multiplication.   | <b>Student Edition:</b><br><i>Investigation 74-75</i><br><b>Teacher Wraparound Edition:</b><br>A 75; ML 74   |
| <i>Computation and Estimation</i>  |  |
| 6. Compute sums, differences and products of matrices using paper and pencil calculations for simple cases, and technology for more complicated cases.           | See Glencoe's <i>Algebra 2</i> © 2008.   |
| 7. Compute sums, differences, products and quotients of complex numbers.   | See Glencoe's <i>Algebra 2</i> © 2008.   |
| 8. Use fractional and negative exponents as optional ways of representing and finding solutions for problem situations;<br>e.g., $27^{2/3} = (27^{1/3})^2 = 9$ . | <b>Student Edition:</b><br><i>Preparing for Standardized Tests 185 #2</i><br>Also see Glencoe's <i>Algebra 2</i> © 2008.   |
| 9. Use vector addition and scalar multiplication to solve problems.  | <b>Student Edition:</b><br>56-57<br><i>Investigation 74-75</i><br><b>Teacher Wraparound Edition:</b><br>A 75; ML 74  |
| <b>Measurement Standard</b>  |  |
| <i>Measurement Units</i>   |  |
| 1. Determine the number of significant digits in a measurement.  | <b>Student Edition:</b><br>59 #3, 266 #30, 427<br><i>Graphing Calculator Exploration 427-428</i><br><i>Math In the Workplace 431</i><br><i>Preparing for Standardized Tests 628 Example 1</i><br><b>Teacher Wraparound Edition:</b><br>A 61; EA 59 |

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| 2. Use radian and degree angle measures to solve problems and perform conversions as needed.   | <p><b>Student Edition:</b><br/>96-98, 100-101, 109 #24, 121 #30, 412 #17-#19, 444 #20<br/><i>Math In the Workplace</i> 115</p> <p><b>Teacher Wraparound Edition:</b><br/>EC 444; RA 100</p> <p>Also see Glencoe's <i>Algebra 2</i> © 2008 for discussion of radian measures.</p> |
| <i>Use Measurement Techniques and Tools</i>  |  |
| 3. Derive a formula for the surface area of a cone as a function of its slant height and the circumference of its base.                      | <p><b>Student Edition:</b><br/>518-519, 520 #3</p> <p><b>Teacher Wraparound Edition:</b><br/>A 521; TT 519</p>   |
| 4. Calculate distances, areas, surface areas and volumes of composite three-dimensional objects to a specified number of significant digits. | <p>Typical measurements of three-dimensional objects are listed in page references below.</p> <p><b>Student Edition:</b><br/>504-509, 510-515, 516-521, 522-527, 528-533</p>   |
| 5. Solve real-world problems involving area, surface area, volume and density to a specified degree of precision.                            | <p><b>Student Edition:</b><br/>414 Example 2, 417 #23-#24, 421 Example 4, 430 #16-#17, 508 Example 4, 509 #18, 512 Example 4, 514 #23-#24, 521 #16, #18, 525 #7, 526 #21-#22</p>   |
| <b>Geometry and Spatial Sense Standard</b>   |  |
| <i>Spatial Relationships</i>   |  |
| 1. Use polar coordinates to specify locations on a plane.  | <p>Introduction of polar coordinates can be paired with the following examples.</p> <p><b>Student Edition:</b><br/>68-73</p> <p><b>Teacher Wraparound Edition:</b><br/>A 73; ML 68</p>   |
| <i>Transformations and Symmetry</i>  |  |
| 2. Represent translations using vectors.   | <p><b>Student Edition:</b><br/><i>Investigation</i> 74-75</p> <p><b>Teacher Wraparound Edition:</b><br/>M 75; ML 74</p>  |

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| 3. Describe multiplication of a vector and a scalar graphically and algebraically, and apply to problem situations.  | <b>Student Edition:</b><br><i>Investigation 74-75</i><br><b>Teacher Wraparound Edition:</b><br>A 75; M 75   |
| 4. Use trigonometric relationships to determine lengths and angle measures; i.e., Law of Sines and Law of Cosines.   | <b>Student Edition:</b><br>572-577, 637 #42-#45<br><i>Preparing for Standardized Tests</i> 628 Example 2, 673 #3<br><i>Study Guide and Assessment</i> 580 #31-#32<br><i>Test</i> 581 #16-#18<br><b>Teacher Wraparound Edition:</b><br>C 581; IE 573-574 |
| <i>Visualization and Geometric Models</i>  |   |
| 5. Identify, sketch and classify the cross sections of three-dimensional objects.  | <b>Student Edition:</b><br>533 #22<br><i>Investigation</i> 502-503<br><i>Preparing for Standardized Tests</i> 673 #5  |
| <b>Patterns, Functions and Algebra Standard</b>  |   |
| <i>Use Patterns, Relations and Functions</i>   |   |
| 1. Identify and describe problem situations involving an iterative process that can be represented as a recursive function; e.g., compound interest.   | <b>Student Edition:</b><br>174-179, 351-354, 501 #33<br><i>Preparing for Standardized Tests</i> 493 #1, #10<br><b>Teacher Wraparound Edition:</b><br>TT 351   |
| 2. Translate a recursive function into a closed form expression or formula for the $n$ th term to solve a problem situation involving an iterative process; e.g., find the value of an annuity after 7 years.  | <b>Student Edition:</b><br>174-179, 351-354, 501 #33<br><i>Preparing for Standardized Tests</i> 492 Example 2, 493 #4, #6<br><b>Teacher Wraparound Edition:</b><br>IE 176; TT 351   |
| 3. Describe and compare the characteristics of the following families of functions: quadratics with complex roots, polynomials of any degree, logarithms, and rational functions; e.g., general shape, number of roots, domain and range, asymptotic behavior. | <b>Student Edition:</b><br>81 #35, 101 #34, 174, 507, 515 #30, 563 #23<br><i>Preparing for Standardized Tests</i> 493 #10, 545 #10, 714-715<br><b>Teacher Wraparound Edition:</b><br>A 715; RA 80; TT 175   |

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| 4. Identify the maximum and minimum points of polynomial, rational and trigonometric functions graphically and with technology.  | See Glencoe's <i>Algebra 2</i> © 2008.  |
| 5. Identify families of functions with graphs that have rotation symmetry or reflection symmetry about the $y$ -axis, $x$ -axis or $y = x$ .                               | The following page references introduce rotational symmetry and translations on a coordinate plane.<br><b>Student Edition:</b><br>435-439, 444 #21, 458 #33, 687-689<br><i>Study Guide and Assessment</i> 448 Lesson 10-6 |
| <i>Use Algebraic Representations</i>   |   |
| 6. Represent the inverse of a function symbolically and graphically as a reflection about $y = x$ .  | <b>Student Edition:</b><br>567 Example 4, 573 Example 3<br><b>Teacher Wraparound Edition:</b><br>TT 573   |
| 7. Model and solve problems with matrices and vectors.   | <b>Student Edition:</b><br><i>Investigation</i> 74-75<br><b>Teacher Wraparound Edition:</b><br>A 75; M 75; ML 74  |
| 8. Solve equations involving radical expressions and complex roots.  | <b>Student Edition:</b><br>618<br><i>Preparing for Standardized Tests</i> 493 #4  |
| 9. Solve 3 by 3 systems of linear equations by elimination and using technology, and interpret graphically what the solution means (a point, line, plane, or no solution). | The following examples cover solving systems of 2-linear equations using elimination.<br><b>Student Edition:</b><br>682-686<br><b>Teacher Wraparound Edition:</b><br>A 686; IE 682-683                                    |
| 10. Describe the characteristics of the graphs of conic sections.  | See Glencoe's <i>Algebra 2</i> © 2008.  |
| <i>Analyze Change</i>  |   |
| 11. Describe how a change in the value of a constant in an exponential, logarithmic or radical equation affects the graph of the equation.                                 | See Glencoe's <i>Algebra 2</i> © 2008.  |

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| <b>Data Analysis and Probability Standard</b>  |   |
| <i>Data Collection</i>   |   |
| 1. Design a statistical experiment, survey or study for a problem; collect data for the problem; and interpret the data with appropriate graphical displays, descriptive statistics, concepts of variability, causation, correlation and standard deviation. | Statistical experiments, surveys, and studies can be designed after the examples listed here.<br><b>Student Edition:</b><br>438 #29, 484, 486 #7, #24-#25<br><i>Preparing for Standardized Tests</i> 138 Example 2, 347 #2, 451 #6, 545 #5, 629 #2  |
| 2. Describe the role of randomization in a well-designed study, especially as compared to a convenience sample, and the generalization of results from each.   | The use and importance of randomization can be stressed with the following page references.<br><b>Student Edition:</b><br>438 #29, 484, 486 #7, #24-#25<br><i>Preparing for Standardized Tests</i> 138 Example 2, 347 #2, 451 #6, 545 #5, 629 #2  |
| <i>Statistical Methods</i>   |   |
| 3. Describe how a linear transformation of univariate data affects range, mean, mode and median.   | <b>Student Edition:</b><br>22 #39, 351, 418 #3, 665 #32<br><i>Math In the Workplace</i> 336<br><i>Preparing for Standardized Tests</i> 224, 225 #1, #3, #7, 307 #5, 399 #8  |
| 4. Create a scatterplot of bivariate data, identify trends, and find a function to model the data.   | <b>Student Edition:</b><br>9 #36<br><i>Preparing for Standardized Tests</i> 185 #7  |
| 5. Use technology to find the Least Squares Regression Line, the regression coefficient, and the correlation coefficient for bivariate data with a linear trend, and interpret each of these statistics in the context of the problem situation.             | Trends are introduced in the following page references without explicitly using <i>Least Squares Regression Line</i> , <i>regression coefficient</i> , and <i>correlation coefficient</i> .<br><b>Student Edition:</b><br>7 Example 5, 9 #36, 133 #33, 267 #34<br><i>Preparing for Standardized Tests</i> 185 #7, #10<br><b>Teacher Wraparound Edition:</b><br>IE 7 |
| 6. Use technology to compute the standard deviation for a set of data, and interpret standard deviation in relation to the context or problem situation.   | See Glencoe's <i>Algebra 2</i> © 2008.  |
| 7. Describe the standard normal curve and its general properties, and answer questions dealing with data assumed to be normal.   | See Glencoe's <i>Algebra 2</i> © 2008.  |

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| 8. Analyze and interpret univariate and bivariate data to identify patterns, note trends, draw conclusions, and make predictions.                                    | <b>Student Edition:</b><br>7 Example 5, 9 #36, 133 #33, 267 #34<br><i>Preparing for Standardized Tests</i> 185 #7, #10<br><b>Teacher Wraparound Edition:</b><br>IE 7   |
| 9. Evaluate validity of results of a study based on characteristics of the study design, including sampling method, summary statistics and data analysis techniques. | Evaluation of results can occur after performing statistical experiments, surveys, and studies from the page references listed below.<br><b>Student Edition:</b><br>438 #29, 484, 486 #7, #24-#25<br><i>Preparing for Standardized Tests</i> 138 Example 2, 347 #2, 451 #6, 545 #5, 629 #2 |
| <i>Probability</i>   |  |
| 10. Understand and use the concept of random variable, and compute and interpret the expected value for a random variable in simple cases.                           | <b>Student Edition:</b><br><i>Preparing for Standardized Tests</i> 138 Example 2, 139 #4, #10, 347 #2, 545 #5, 629 #2  |
| 11. Examine statements and decisions involving risk; e.g., insurance rates and medical decisions.  | <b>Student Edition:</b><br><i>Preparing for Standardized Tests</i> 451 #6  |