



# Algebra 2

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## STANDARDS

## PAGE REFERENCES

### Standard 1:

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

### RATIONALE

*Numbers play a vital role in our daily lives. It is essential to know both the symbols for and the meanings of various kinds of numbers; whole numbers, fractions, decimals, percents, roots, exponents, logarithms, and scientific notation. Number sense is the capacity a child has to be flexible and mentally agile with numbers; to have a working knowledge for what numbers mean and an ability to perform mental mathematics. Number sense enables a student to look at the world through the eyes of math and make comparisons and build new information (Case 1998). Developing number sense strengthens students' ability to acquire basic facts, to solve problems, and to determine the reasonableness of results.*

1. demonstrate meanings for real numbers, absolute value, and scientific notation using physical materials and technology in problem-solving situations;

### Student Edition:

11-17, 27-31, 39 #62-#64, #70-#75, 48 #59-#62, #70-#72, 315, 316-317 #10, #27-#28, #40, #46, 330 #52, 404, 471 #59

*Mid-Chapter Quiz* 32 #1-#7, #24-#30

*Practice Test* 53 #1-#8, #18-#20

*Study Guide and Review* 50 1-2, 51 1-4, 375 #15

### Teacher Wraparound Edition

A 17; AE 12-14, 28-29, 315; FMC 28; PAP 17, 31

STANDARDS	PAGE REFERENCES
2. develop, test, and explain conjectures about properties of number systems and sets of numbers; and	Properties of number systems and sets of numbers can be found on the following pages: <b>Student Edition:</b> 11-17, 19, 22-23 #5-#6, #27-#30, 33-34 <i>Study Guide and Review</i> 50 1-2 <b>Teacher Wraparound Edition</b> A 17; AE 12-14, 19 #3; FMC 35; PAP 17; TNT 12-13
3. use number sense to estimate and justify the reasonableness of solutions to problems involving real numbers.	<b>Student Edition:</b> 88 Real-World Example d, 90 #18, 122 #45, 298 #10, 372 #33, 485 #32, 500 Study Tip, 503 #11 <i>Graphing Calculator Lab</i> 252 <i>Standardized Test Practice</i> 381 #7 <b>Teacher Wraparound Edition</b> AE 88 d; T 86-87; TNT 29
<p style="text-align: center;"><i>For students continuing their mathematics education beyond these standards, what they will know and are able to do may include:</i></p>	
<ul style="list-style-type: none"> <li>investigate limiting processes by examining infinite sequences and series; and</li> </ul>	<b>Student Edition:</b> <i>Graphing Calculator Lab</i> 642 Infinite sequences and series can be found on the following pages: <b>Student Edition:</b> 622-628, 650-655 <i>Study Guide and Review</i> 675 11-1, 677 11-5 <b>Teacher Wraparound Edition</b> A 655; AE 623-625, 651-652; FMC 651; PAP 628, 655
<ul style="list-style-type: none"> <li>explain relationships among real numbers, complex numbers, and vectors using models.</li> </ul>	Real and complex numbers are found on the following pages: <b>Student Edition:</b> 261-266, 275 #69-#70, 283 #59-#61 <i>Mid-Chapter Quiz</i> 267 #19, #21-#23 <i>Practice Test</i> 307 #18-#19 <i>Study Guide and Review</i> 304 #34-#38 <b>Teacher Wraparound Edition</b> A 266; AE 261 #5, 262-263; FMC 263; PAP 266

## STANDARDS

## PAGE REFERENCES

**Standard 2:**

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

**RATIONALE**

*The study of patterns, functions, and helps learners to recognize and generalize patterns; identify and clarify functional relationships; and represent and manipulate these relationships verbally, numerically, symbolically, and graphically. Symbolic representation, including the many interpretations of the concept of a variable, is important but only one of many ways to represent patterns and functions. Students who are adept at identifying and classifying patterns and functional relationships are better able to use these relationships in real situations, both in and out of school. Because the understandings developed through this standard are critical to success in mathematics and to the appropriate use of quantitative reasoning in other disciplines, students should explore and use the ideas of functions, patterns, and algebra from kindergarten through 12th grade.*

1. model real-world phenomena (for example, distance-versus-time relationships, compound interest, amortization tables, mortality rates) using functions, equations, inequalities, and matrices;

**Student Edition:**

36 Example 4, 37-38 #9, #45, #49-#50,  
87 Real-World Example, 88-89 #1b-#6b, #7,  
179 Example 3, 182-183 #28, #35, #37, 504 #37,  
659 Example 2, 661 #5, #23, #26

*Algebra Lab* 663 #2-#3

*Graphing Calculator Lab* 92-94, 252 #1, 293 #3-#4,  
518-519

*Spreadsheet Lab* 657

**Teacher Wraparound Edition**

AE 36, 88, 179, 659; DI 178; PAP 91

2. represent functional relationships using written explanations, tables, equations, and graphs, and describing the connections among these representations;

**Student Edition:**

58-64, 66-70, 79-84, 236-243, 286-292, 331-338,  
339-345, 457-463, 473-478, 498-506

*Graphing Calculator Lab* 78, 252, 293, 346-347,  
464

*Reading Math* 65

**Teacher Wraparound Edition**

A 345; AE 60, 81, 340-342

3. solve problems involving functional relationships using graphing calculators and/or computers as well as appropriate paper-and-pencil techniques;

**Student Edition:**

66-70, 246-251, 253-258, 349-355, 479-486,  
861-866

*Graphing Calculator Lab* 252, 293, 346-347, 487,  
507-508, 860

**Teacher Wraparound Edition**

A 355; AE 67, 81, 248, 333, 481-482, 864

STANDARDS	PAGE REFERENCES
<p>4. analyze and explain the behaviors, transformations, and general properties of types of equations and functions (for example, linear, quadratic, exponential); and</p>	<p><b>Student Edition:</b> 66-70, 79-84, 95-101, 236-243, 286-292, 331-338, 339-345, 457-463, 473-478, 498-506, 509-511, 822-828, 829-836</p> <p><i>Graphing Calculator Lab</i> 78, 284-285, 464 <i>Reading Math</i> 65</p> <p><b>Teacher Wraparound Edition</b> AE 68, 97, 474</p>
<p>5. interpret algebraic equations and inequalities geometrically and describing geometric relationships algebraically.</p>	<p>This standard can be met throughout the textbook. Specific examples are found on the following pages:</p> <p><b>Student Edition:</b> 8 Example 2, 9 #23-#24, 21 Example 6, 24 #43, 47 #44-#45, 69 #34, 367 #42-#45, 369 Get Ready, 370 Example 2, 372 #30, 772 #34-#35, 804 #31</p> <p><i>Mid-Chapter Quiz</i> 32 #23 <i>Practice Test</i> 435 <i>Standardized Test Practice</i> 380 #3, #6, 819 #14 <i>Study Guide and Review</i> 378 #57, #64</p> <p><b>Teacher Wraparound Edition</b> AE 21, 371 #2; PAP 21</p>
<p><i>For students continuing their mathematics education beyond these standards, what they know and are able to do may include:</i></p>	
<ul style="list-style-type: none"> <li>• use rational, polynomial, trigonometric, and inverse functions to model real-world phenomena;</li> </ul>	<p><b>Student Edition:</b> 460 Example 4, 461 #9-#12, #29-#32, 332 Example 2, 335-336 #5, #34-#35, 341-342 Example 4, 353 #36, 394-395 #6-#7, #39-#40, 781 Example 6, 782-783 #13, #46-#50</p> <p><i>Graphing Calculator Lab</i> 346-347 <i>Mid-Chapter Quiz</i> 407 #11-#12, 472 #18-#19, 784 #16 <i>Study Guide and Review</i> 431 #23-#24, 490 #30</p> <p><b>Teacher Wraparound Edition</b> AE 333, 341-342 #4, 781; T 349, 457</p>
<ul style="list-style-type: none"> <li>• represent and solve problems using linear programming and difference equations;</li> </ul>	<p><b>Student Edition:</b> 138-144, 152 #35, 167 #37</p> <p><i>Practice Test</i> 157 #17-#19 <i>Study Guide and Review</i> 155 3-4</p> <p><b>Teacher Wraparound Edition</b> AE 139-140; DI 140; PAP 144</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>• solve systems of linear equations using matrices and vectors;</li> </ul>	<p><b>Student Edition:</b>  216-222, 224 #69-#70, 251 #55, 258 #60  <i>Graphing Calculator Lab</i> 223  <i>Practice Test</i> 229 #18  <i>Study Guide and Review</i> 228 4-8</p> <p><b>Teacher Wraparound Edition</b>  A 222; AE 217-218</p>
<ul style="list-style-type: none"> <li>• describe the concept of continuity of a function;</li> </ul>	<p><b>Student Edition:</b>  59, 457, 499, 511  <i>Reading Math</i> 65</p> <p><b>Teacher Wraparound Edition</b>  PAP 64</p>
<ul style="list-style-type: none"> <li>• perform operations on and between functions; and</li> </ul>	<p><b>Student Edition:</b>  384-390, 396 #47-#49, 401 #39-#41, 421 #69-#70, 427 #56-#58  <i>Mid-Chapter Quiz</i> 407 #1-#8  <i>Practice Test</i> 435 #3-#6  <i>Standardized Test Practice</i> 436 #2  <i>Study Guide and Review</i> 431 7-1</p> <p><b>Teacher Wraparound Edition</b>  AE 385-387; FMC 385</p>
<ul style="list-style-type: none"> <li>• make the connections between trigonometric functions and polar coordinates, complex numbers, and series.</li> </ul>	<p>Trigonometric functions, complex numbers, and series can be found on the following pages:</p> <p><b>Student Edition:</b>  259-266, 629-635, 643-649, 650-655, 759-819  <i>Study Guide and Review</i> 675-677 11-2, 11-4, and 11-5</p> <p><b>Teacher Wraparound Edition</b>  AE 260-263, 630-632, 760-763</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 3:</b> Students use data collection and analysis, statistics, and probability in problem solving situations and communicate the reasoning used in solving these problems.</p>	
<p><b>RATIONALE</b> <i>Statistics are used to understand how information is processed and translated into usable knowledge. Through the study of statistics, students learn to collect, organize, and summarize data. In addition, statistics requires students to use data to ask and answer questions. Students also need to know how to analyze data and make decisions based on their interpretations. Probability extends statistical analysis to predicting the likelihood of future events and outcomes. Students learn probability — the study of chance — so that numerical data can be used to predict future events as well as record the past.</i></p>	
<p>1. design and conduct a statistical experiment to study a problem, and interpret and communicate the results using the appropriate technology (for example, graphing calculators, computer software);</p>	<p><b>Student Edition:</b> <i>Algebra Lab</i> 734, 740 <b>Teacher Wraparound Edition</b> DI 736</p>
<p>2. analyze statistical claims for erroneous conclusions or distortions;</p>	<p><b>Student Edition:</b> 714 #42, 741-744 <b>Teacher Wraparound Edition</b> AE 742; DE 742; T 741</p>
<p>3. fit curves to scatter plots, using informal methods or appropriate technology, to determine the strength of the relationship between two data sets and to make predictions;</p>	<p><b>Student Edition:</b> <i>Graphing Calculator Lab</i> 252, 346-347, 518-519 Fitting lines to scatter plots can be found on the following pages: <b>Student Edition:</b> 86-91, 101 #54-#56 <i>Graphing Calculator Lab</i> 92-94 <i>Practice Test</i> 111 #27-#29 <i>Study Guide and Review</i> 109 <b>Teacher Wraparound Edition</b> AE 87-88</p>
<p>4. draw conclusions about distributions of data based on analysis of statistical summaries (for example, the combination of mean and standard deviation, and differences between the mean and median);</p>	<p><b>Student Edition:</b> 717-723 <b>Teacher Wraparound Edition</b> PAP 723</p>
<p>5. use experimental and theoretical probability to represent and solve problems involving uncertainty (for example, the chance of playing professional sports if a student is a successful high school athlete); and</p>	<p>Experimental and theoretical probability can be found on the following page: <b>Student Edition:</b> 702 #35-#37</p>

STANDARDS	PAGE REFERENCES
<p>6. solve real-world problems with informal use of combinations and permutations (for example, determining the number of possible meals at a restaurant featuring a given number of side dishes).</p>	<p><b>Student Edition:</b> 690-695, 702 #41-#44, 709 #57 <i>Mid-Chapter Quiz</i> 716 #7-#8 <i>Study Guide and Review</i> 746 12-2</p> <p><b>Teacher Wraparound Edition</b> AE 691-692; DI 692; T 690</p>
<p><i>For students continuing their mathematics education beyond these standards, what they know and are able to do may include</i></p>	
<ul style="list-style-type: none"> <li>create and interpret discrete and continuous probability distributions, and understand their application to real world situations (for example, insurance);</li> </ul>	<p><b>Student Edition:</b> 699-700 Example 2, #6-#7, 701 #22-#27, 724-728 <i>Study Guide and Review</i> 746 #14, 748 12-7</p> <p><b>Teacher Wraparound Edition</b> AE 699, 725</p>
<ul style="list-style-type: none"> <li>test hypotheses using appropriate statistics;</li> </ul>	<p><b>Student Edition:</b> <i>Algebra Lab</i> 740</p>
<ul style="list-style-type: none"> <li>explore the effect of sample size on the results of statistical surveys using experiments and simulations; and</li> </ul>	<p><b>Student Edition:</b> <i>Algebra Lab</i> 734 #5</p> <p><b>Teacher Wraparound Edition</b> FMC 699</p>
<ul style="list-style-type: none"> <li>solve real-world problems with formal use of combinations and permutations.</li> </ul>	<p><b>Student Edition:</b> 690-695, 702 #41-#44, 709 #57 <i>Mid-Chapter Quiz</i> 716 #7-#8 <i>Study Guide and Review</i> 746 12-2</p> <p><b>Teacher Wraparound Edition</b> AE 691-692; DI 692; T 690</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 4:</b> Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.</p>	
<p><b>RATIONALE</b> <i>The process of recording and analyzing shapes and their properties became the branch of mathematics called geometry. Students who understand the concepts and language of geometry are better prepared to learn number and measurement ideas as well as other advanced mathematical topics. Students' spatial capabilities frequently exceed their numerical skills and tapping these strengths can foster an interest in mathematics and improve number understandings and skills. The goals of studying geometry include: understanding of shapes and of two- and three-dimensional relationships, how objects are located in a plane or in space, symmetry and rotation, and visualization from different perspectives. Encouraging students to make and test hypotheses about geometric concepts can begin in the primary grades.</i></p>	
<p>1. find and analyze relationships among geometric figures using transformations (for example, reflections, translations, rotations, dilations) in coordinate systems;</p>	<p><b>Student Edition:</b> 185-192, 200 #44-#45, 207 #39-#40, 214 #37-#41 <i>Mid-Chapter Quiz</i> 193 #15-#16 <i>Practice Test</i> 229 #16-#17 <i>Standardized Test Practice</i> 230 #1 <i>Study Guide and Review</i> 226 4-4</p> <p><b>Teacher Wraparound Edition</b> AE 186-188; PAP 192; TNT 189</p>
<p>2. derive and use methods to measure perimeter, area, and volume of regular and irregular geometric figures;</p>	<p><b>Student Edition:</b> 8 Example 2, 10 #40, 15 #34, 17 #71, 26 #79, 31 #60-#61, 69 #34, 197, 198-199 #26, #27-#29, 200 #42, 367 #42, 372 #30-#31, 715 #47, 785 Example 1 <i>Practice Test</i> 435 #28 <i>Standardized Test Practice</i> 309 #10, 617 #6 <i>Study Guide and Review</i> 227 #38</p> <p><b>Teacher Wraparound Edition</b> AE 8, 197, 786 #1</p>
<p>3. make and test conjectures about geometric shapes and their properties, incorporating technology where appropriate; and</p>	<p><b>Student Edition:</b> 214 #40-#41 <i>Algebra Lab</i> 585, 775 #4</p> <p>Making and testing conjectures about graphs can be found on the following pages:</p> <p><b>Student Edition:</b> 191 #44, 462 #49 <i>Graphing Calculator</i> 829 #3-#4 <i>Graphing Calculator Lab</i> 399 #3, 824 #4</p>

STANDARDS	PAGE REFERENCES
<p>4. use trigonometric ratios in problem-solving situations (for example, finding the height of a building from a given point, if the distance to the building and the angle of elevation are known).</p>	<p><b>Student Edition:</b>  759-767, 806-811  <i>Mid-Chapter Quiz</i> 784 #5  <i>Mixed Problem Solving</i> 938 #2, #6  <i>Practice Test</i> 817 #1-#4, #22  <i>Standardized Test Practice</i> 818-819 #7, #9  <i>Study Guide and Review</i> 813 13-1, 816 13-7</p> <p><b>Teacher Wraparound Edition</b>  AE 760-764, 808 #2</p>
<p><i>For students continuing their mathematics education beyond these standards, what they know and are able to do may include:</i></p>	
<ul style="list-style-type: none"> <li>deduce properties of figures using vectors;</li> </ul>	<p>This standard can be met in Glencoe's <i>Geometry</i> © 2008</p> <p><b>Student Edition:</b>  534-541  <i>Graphing Calculator Lab</i> 542</p>
<ul style="list-style-type: none"> <li>apply transformations, coordinates, and vectors in problem-solving situations; and</li> </ul>	<p><b>Student Edition:</b>  190-191 #32-#40, 833 Example 4,  834-835 #13-#15, #36-#38  <i>Mixed Problem Solving</i> 929 #8-#11  <i>Standardized Test Practice</i> 230 #1, 616 #1, 681 #8  <i>Study Guide and Review</i> 226 #31, 868 #21</p> <p><b>Teacher Wraparound Edition</b>  AE 833</p>
<ul style="list-style-type: none"> <li>describe, analyze, and extend patterns produced by processes of geometric change (for example, limits and fractals).</li> </ul>	<p><b>Student Edition:</b>  <i>Algebra Lab</i> 663  <i>Graphing Calculator Lab</i> 642  <i>Standardized Test Practice</i> 380 #2</p> <p><b>Teacher Wraparound Edition</b>  PAP 641</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 5:</b> Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.</p>	
<p><b>RATIONALE</b> <i>Using agreed-upon units, such as inches, kilograms, heartbeats, paces, or degrees, we quantify the world in which we live. Measurement is one way to make numbers meaningful to students. Naturally, measurement is closely allied with geometry (for example, through angular, linear, area, and volume measurements), but measurement involves more than using a ruler and a protractor. Measuring diverse quantities involves making connections within mathematics and across the curriculum. Students need to identify attributes they wish to measure and select the appropriate tools. Further, comparisons of attributes, estimation and approximation allow students to apply measurement to solving problems.</i></p>	
<p>1. measure quantities indirectly using techniques of algebra, geometry, or trigonometry;</p>	<p><b>Student Edition:</b> 763 Example 6, 764 Example 7, 765-766 #11-#12, #28-#29, #44, 767 #50, 789 Example 6, 790-791 #10, #31-#32, #35, 795 Example 3, 796-797 #5-#6, #19-#20, 798 #38, 808 Example 2, 809 #3, #25 <i>Mid-Chapter Quiz</i> 784 #5 <i>Study Guide and Review</i> 813 #13, 814 #33, 815 #39 <b>Teacher Wraparound Edition</b> AE 763 #6, 764, 789, 795, 808 #2</p>
<p>2. select and use appropriate techniques and tools to measure quantities in order to achieve specified degrees of precision, accuracy, and error (or tolerance) of measurements;</p>	<p><b>Student Edition:</b> <i>Standardized Test Practice</i> 381 #7</p>
<p>3. determine the degree of accuracy of a measurement (for example, by understanding and using significant digits); and</p>	<p><b>Student Edition:</b> 762 Study Tip</p>
<p>4. demonstrate the meanings of area under a curve and length of an arc.</p>	<p>This standard can be met in Glencoe's <i>Geometry</i> © 2008 <b>Student Edition:</b> 578-586, 587 #14, 596 #40-#42, 606 #50-#52, 622 #35-#40, 625 #9, 627 #9 <i>Geometry Lab</i> 587-598</p>
<p><i>For students continuing their mathematics education beyond these standards, what they know and are able to do may include:</i></p>	
<ul style="list-style-type: none"> <li>demonstrate the meanings of area under a curve and length of an arc.</li> </ul>	<p>This standard can be met in Glencoe's <i>Geometry</i> © 2008 <b>Student Edition:</b> 578-586, 587 #14, 596 #40-#42, 606 #50-#52, 622 #35-#40, 625 #9, 627 #9 <i>Geometry Lab</i> 587-598</p>

## STANDARDS

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**Standard 6:**

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

**RATIONALE**

*Computation is an indispensable part of mathematics and our daily lives. We use it to balance our checkbooks, figure our taxes, and make business decisions. The basic facts of addition, subtraction, multiplication, and division are similarly indispensable. Today's students must be able to effectively use a variety of computational tools and techniques including estimation, mental arithmetic, paper-and-pencil, calculators, and computers. Estimation and mental arithmetic serve a practical function in our daily lives, and help students develop meaning for numbers and understanding of number relationships. Computational skill is related to "operation sense". Students build operation sense by modeling their understanding of number operations and their properties, by describing how number operations are related to one another, and by seeing how the use of a particular operation changes the value of the numbers involved.*

1. use ratios, proportions, and percents in problem-solving situations;

**Student Edition:**

465-471, 478 #40, 546 Example 3,  
548-549 #5, #12-#14, #17-#18  
*Mid-Chapter Quiz* 472 #20-#25  
*Practice Test* 493 #17-#20  
*Prerequisite Skills* 879-880  
*Standardized Test Practice* 494 #1-#3  
*Study Guide and Review* 491 8-4, 555 #57

**Teacher Wraparound Edition**

A 471, 546 #3; AE 466-467; PAP 471

2. select and use appropriate algorithms for computing with real numbers in problem-solving situations and determine whether the results are reasonable; and

**Student Edition:**

325-326, 328-329 #1-#10, 338 #59-#62,  
345 #52-#53, 355 #71-#74  
*Mid-Chapter Quiz* 348 #10-#13  
*Practice Test* 379 #5-#6  
*Study Guide and Review* 375 6-3

**Teacher Wraparound Edition**

AE 326; I 326

STANDARDS	PAGE REFERENCES
<p>3. describe the limitations of estimation, and assess the amount of error resulting from estimation within acceptable limits.</p>	<p><b>Student Edition:</b>            503 #11, 505 #54-#55, 762 Study Tip  <i>Graphing Calculator Lab</i> 252 #2-#4            Problems involving estimation can be found on the following pages:  <b>Student Edition:</b>            198 #26, 199 #27, 248, 250 #47, 251 #49, 316 #27, 344 #23, #25, #26c-#31c, 500-501 Example 3b, 764 Example 7  <i>Mid-Chapter Quiz</i> 527 #2  <i>Standardized Test Practice</i> 381 #7  <b>Teacher Wraparound Edition</b>            AE 248 #4, 764</p>
<p><i>For students continuing their mathematics education beyond these standards, what they know and are able to do may include:</i></p>	
<ul style="list-style-type: none"> <li>analyze and solve optimization problems;</li> </ul>	<p><b>Student Edition:</b>            140-141 Example 3, 142-144 #13-#14, #32-#33, #38, #43, 152 #35, 239-240 Example 4, 241-243 #11, #53-#54, #56, #66, 300 #44-#45  <i>Practice Test</i> 157 #17-#19  <i>Study Guide and Review</i> 155 3-4  <b>Teacher Wraparound Edition</b>            AE 140, 239 #4; DI 240</p>
<ul style="list-style-type: none"> <li>analyze different algorithms (for example, sorting) for efficiency;</li> </ul>	<p><b>Student Edition:</b>  <i>Graphing Calculator Lab</i> 351 #2  <b>Teacher Wraparound Edition</b>            DI 692            Algorithms can be found on the following pages:  <b>Student Edition:</b>            325-326, 328-329 #1-#10, 338 #59-#62, 345 #52-#53, 355 #71-#74  <i>Mid-Chapter Quiz</i> 348 #10-#13  <i>Practice Test</i> 379 #5-#6  <i>Study Guide and Review</i> 375 6-3  <b>Teacher Wraparound Edition</b>            AE 326; I 326</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>analyze and use critical path algorithms (for example, determining in which order to perform a set of tasks in a large project); and</li> </ul>	<p>Algorithms can be found on the following pages:</p> <p><b>Student Edition:</b>  325-326, 328-329 #1-#10, 338 #59-#62,  345 #52-#53, 355 #71-#74  <i>Mid-Chapter Quiz</i> 348 #10-#13  <i>Practice Test</i> 379 #5-#6  <i>Study Guide and Review</i> 375 6-3</p> <p><b>Teacher Wraparound Edition</b>  AE 326; I 326</p>
<ul style="list-style-type: none"> <li>investigate problem situations that arise in connection with computer validation and the application of algorithms.</li> </ul>	<p>Computers are used on the following pages:</p> <p><b>Student Edition:</b>  <i>Spreadsheet Lab</i> 168, 657, 758  Also see Glencoe's <i>Advanced Mathematical Concepts: Precalculus with Applications</i> © 2006</p> <p><b>Student Edition:</b>  504 #39, 606 #38</p>