



# Algebra 2

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STANDARDS	PAGE REFERENCES
<b>M11.A Numbers and Operations</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M11.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.</b>	
<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> 16 #53, 431, 433 Example 3, #7-#8, 455-456 Example 4, 457 #62, 458 #65-#66 <i>Concepts and Skills Bank</i> 995-996 <i>Preparing for Standardized Tests</i> 884 <b>Teacher Edition:</b> AE 433; WO 432

STANDARDS	PAGE REFERENCES
<p><b>M11.A.1.1.2</b> Express numbers and/or simplify expressions using scientific notation (including numbers less than 1).</p>	<p><b>Student Edition:</b> 338 #51, 519 #5, 533 Example 1, 537 #1, #4 <i>Concepts and Skills Bank</i> 997 <i>Preparing for Standardized Tests</i> 884 <i>Why?</i> 333</p> <p><b>Teacher Edition:</b> AE 994, 997; T 333; TT 258, 997</p>
<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> 276 Example 1, 280 #1-#2, #18-#21, 300 #57, 422, 423 #1-#6, #9-#16, #18-#23, 432 Example 1, Example 2, 433 #1-#3, 434 #12-#20, 439 Example 1, 440 Example 2, 444 #60, 445 #70, #72 <i>Mid-Chapter Quiz</i> 283 #17-#18, 438 #24-#29 <i>Study Guide and Review</i> 464 7-4, 465 7-5</p> <p><b>Teacher Edition:</b> AE 276, 433, 442</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><b>Student Edition:</b> 269 Example 2, 271 Example 5, 272-273, 553, 562 Example 1, 565 #1-#4, 566 #41-#44 <i>Concept Summary</i> 369 <i>Mid-Chapter Quiz</i> 283 #10-#13</p> <p><b>Teacher Edition:</b> AE 269, 270, 563</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>The following examples include locating and identifying irrational roots on a coordinate plane.</p> <p><b>Student Edition:</b> 261 Example 4, 285 Example 2, 288, 430 #64, 525 <i>Key Concept</i> 11</p> <p><b>Teacher Edition:</b> AE 261, 527; T 525</p>

STANDARDS	PAGE REFERENCES
<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> 14 #1-#4, #18-#25, 16 #53, #58-#60, 28 Example 2, 681 <i>Key Concept</i> 11, 27 <i>Spreadsheet Lab</i> 192 <i>Study Guide and Review</i> 50 1-2</p> <p><b>Teacher Edition:</b> AE 12; FM 14</p>
<p><b>ASSESSMENT ANCHOR</b></p>	
<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 Apply ratio and/or proportion in problem-solving situations.</b> <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> 20-23, 28 Example 2, 30 #23-#34, 44, 72 #25, #41-#43, 76-81, 107 #49, 118 Example 2, 143-148, 193, 264-265, 272-274, 360 Example 4, 454 Example 2, 562-565, 775-777 <i>Algebra Lab</i> 311, 356 <i>Graphing Technology Lab</i> 236, 319 <i>Standardized Test Practice</i> 56-57, 130-131, 328-329, 404-405</p> <p><b>Teacher Edition:</b> AE 20, 44, 77, 564, 775</p>
<p><b>M11.A.2.1.2</b> Solve problems using direct and inverse proportions.</p>	<p><b>Student Edition:</b> 25 #73, 76 Example 1, 80 #18-#28 <i>Algebra Lab</i> 340 <i>Concepts and Skills Bank</i> 993-994 <i>Graphing Technology Lab</i> 90 <i>Study Guide and Review</i> 124 2-3 <i>Why?</i> 553</p> <p><b>Teacher Edition:</b> AE 77; DI 8</p>

STANDARDS	PAGE REFERENCES
<p><b>M11.A.2.1.3</b> Identify and/or use proportional relationships in problem-solving settings.</p>	<p><b>Student Edition:</b> 76-81, 87 #27-#29, 88 #33-#36, 94 Example 2, 96-97 #3-#11, 533-535 <i>Algebra Lab</i> 340, 356 <i>Concepts and Skills Bank</i> 993-994 <i>Spreadsheet Lab</i> 807 <i>Standardized Test Practice</i> 82 <i>Study Guide and Review</i> 124 <i>Why?</i> 553</p> <p><b>Teacher Edition:</b> AE 77, 78, 95</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> 18-25, 27-31, 284, 289, 294, 296, 297 #10-#13, 333-339, 341, 345 #12-#17, 347 #53-#59, 383-384, 525-531 <i>Algebra Lab</i> 301 <i>Concepts and Skills Bank</i> 995-996 <i>Graphing Technology Lab</i> 291, 437 <i>Study Guide and Review</i> 51, 398 6-1 <i>Why?</i> 18, 27, 284, 333, 341</p> <p><b>Teacher Edition:</b> AE 19, 20, 21, 28, 29, 334, 335, 336, 432, 433, 995, 996; DI 21, 433; T 27, 333, 340, 341; WO 434</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> 284, 289, 294, 296, 297 #10-#13, 333-339, 341, 345 #12-#17, 347 #53-#59, 383-384, 525-531 <i>Algebra Lab</i> 301 <i>Concepts and Skills Bank</i> 995-996 <i>Graphing Technology Lab</i> 291, 437 <i>Study Guide and Review</i> 398 6-1 <i>Why?</i> 284, 333, 341</p> <p><b>Teacher Edition:</b> AE 334, 335, 336, 432, 433, 995, 996; DI 433; T 333, 340, 341; WO 434</p>

STANDARDS	PAGE REFERENCES
<b>ASSESSMENT ANCHOR</b>	
<b>M11.A.3 Compute accurately and fluently and make reasonable estimates.</b>	
<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><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> 5-9, 13, 15 #37-#42, #46-#49, 17 #82-#89, 20 Example 5, 23 #35-#42, 24 #62, 25 #71, #74, 27 Example 1, 28 Example 2, 32 #62-#67, 36 Example 4, 37 #10-#21, 38 #45 <i>Standardized Test Practice</i> 57 #10, #13 <i>Study Guide and Review</i> 50</p> <p><b>Teacher Edition:</b> AE 6, 7, 13, 20; DI 10</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><b>M11.A.3.2.1</b> Use estimation to solve problems.</p>	<p><b>Student Edition:</b> 93 Example 1, 94 Example 2, 95-97, 140 #41, 264 #39-#40, 265 #49-#50, 271 Example 5, 297 #9, 298 #20, 299 #41c, 381 #31c, #39, 427 #8, 433 Example 3 <i>Check Your Progress</i> 93 <i>Graphing Technology Lab</i> 285 #2-#3 <i>Preparing for Standardized Tests</i> 469 #1 <i>Standardized Test Practice</i> 390 #62</p> <p><b>Teacher Edition:</b> AE 94, 95</p>

STANDARDS	PAGE REFERENCES
<b>M11.B Measurement</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M11.B.1</b> Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement. <b>Not assessed at grade 11.</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M11.B.2</b> Apply appropriate techniques, tools and formulas to determine measurements.	
<b>M11.B.2.1</b> Use and/or compare measurements of angles. <i>Reference: 2.3.11.A, 2.3.11.B</i>	
<b>M11.B.2.1.1</b> Measure and/or compare angles in degrees (up to 360°) (protractor must be provided or drawn).	The following references do not use protractors; they are examples of angle measure with trigonometric functions. <b>Student Edition:</b> 811, 817-822, 826 Example 2, 827 Example 1, Example 3, 831 #59-#61, 850, 874 #30, 919 <i>Concept Summary</i> 819 <i>Key Concept</i> 826 <i>Why?</i> 817 <b>Teacher Edition:</b> AE 811, 819; T 825; TT 819
<b>M11.B.2.2</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>	
<b>M11.B.2.2.1</b> Calculate the surface area of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.	<b>Student Edition:</b> 32 #68, 39 #59 <i>Mid-Chapter Quiz</i> 26 #4, #20 <b>Teacher Edition:</b> AE 21
<b>M11.B.2.2.2</b> Calculate the volume of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.	<b>Student Edition:</b> 6 Example 3, 8 #35, 9 #42, 23 #51, 370 Example 4, 392 Example 2, 393 #3, 394 #18 <i>Mid-Chapter Quiz</i> 26 #20, 367 #7 <i>Practice Test</i> 53 #21, 609 #31 <i>Preparing for Standardized Tests</i> 55 #4 <i>Standardized Test Practice</i> 56 #2 <i>Study Guide and Review</i> 51 1-3, 398 6-2, 399 6-5 <i>Why?</i> 368 <b>Teacher Edition:</b> AE 55, 393; MR 9

STANDARDS	PAGE REFERENCES
<p><b>M11.B.2.2.3</b> Estimate area, perimeter or circumference of an irregular figure.</p>	<p><b>Student Edition:</b> 394 #39, 620 #37 <i>Algebra Lab</i> 703-704 <i>Standardized Test Practice</i> 613 #8, 771 #31</p>
<p><b>M11.B.2.2.4</b> Find the measurement of a missing length given the perimeter, circumference, area or volume.</p>	<p><b>Student Edition:</b> 37 #40, 272 #44, #46-#48, 316 #45, 345 #32, 373 #57, 374 #73, 434 #46, 575 #59 <i>Mid-Chapter Quiz</i> 283 #16, 438 #30 <i>Practice Test</i> 325 #15, 401 #24 <i>Preparing for Standardized Tests</i> 55 #3, 327 #4, 402-403 <i>Standardized Test Practice</i> 82 #42-#43, 471 #12-#13, 549 #13, 741 #13 <i>Study Guide and Review</i> 400 6-8 <i>Why?</i> 341</p>
<p><b>M11.B.2.3</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.2.3.1</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> 37 #40, 272 #16, 316 #32, #45, 373 #71 <i>Mid-Chapter Quiz</i> 283 #16 <i>Preparing for Standardized Tests</i> 55 #4, 327 #4, 403 #1 <i>Standardized Test Practice</i> 549 #13 <b>Teacher Edition:</b> EC 840</p>
<p><b>M11.C Geometry</b></p>	
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>M11.C.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes and demonstrate understanding of geometric relationships.</b></p>	
<p><b>M11.C.1.1 Identify and/or use parts of circles and segments associated with circles.</b> <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> 631-632, 634-636, 655 #56-#58 <i>Mid-Chapter Quiz</i> 647 #15-#16 <i>Study Guide and Review</i> 670 10-3, 671 10-6 <b>Teacher Edition:</b> A 635; AE 633; TT 633 <i>Enrichment</i> 23</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> 820, 821 #33-#34, 822 #52 <i>Key Concept</i> 820 <i>Watch Out!</i> 820 <b>Teacher Edition:</b> AE 820</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> P17-P18, 452 #91, 721-722, 808-809, 833-834, 841-846 <i>Algebra Lab</i> 726 <i>Spreadsheet Lab</i> 807 <b>Teacher Edition:</b> AE P17, P18, 809, 834; T 808, 841; TT P18; WO P18</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> P15-P16, 88 #37, 844 #24 <i>Spreadsheet Lab</i> 807 <b>Teacher Edition:</b> AE P15, P16; WO P16</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> 701 #60, 870 #78 <i>Geometry Lab</i> 840 <i>Standardized Test Practice</i> 763 #28</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> P15-P16, 107 #56 <i>Spreadsheet Lab</i> 807 <b>Teacher Edition:</b> AE P15, P16; EC 807; WO P16</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> P17-P18, 459 #83 <b>Teacher Edition:</b> AE P17, P18; TT P18; WO P18</p>

STANDARDS		PAGE REFERENCES
<b>ASSESSMENT ANCHOR</b>		
<b>M11.C.2 Identify and/or apply concepts of transformations or symmetry.</b> Not assessed at grade 11.		
<b>ASSESSMENT ANCHOR</b>		
<b>M11.C.3 Locate points or describe relationships using the coordinate plane.</b>		
<b>M11.C.3.1 Solve problems using analytic geometry.</b> <i>Reference: 2.9.11.G</i>		
<b>M11.C.3.1.1</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> 27-29, 43 Example 3, 45 #22, 664 #9 <i>Study Tip</i> 307 <b>Teacher Edition:</b> FM 29; SQ 27; T 27; TT 28; WO 29	
<b>M11.C.3.1.2</b> Relate slope to perpendicularity and/or parallelism (limit to linear algebraic expressions; slope formula provided on the reference sheet).	<b>Student Edition:</b> 86 Example 4, #6-#7, 87 #23-#26, 88 #40, 107 #50-#52, 111 Example 4, 114 #39 <i>Graphing Technology Lab</i> 108 <i>Key Concept</i> 85 <i>Study Guide and Review</i> 124 #39-#40 <b>Teacher Edition:</b> AE 86	
<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 Analyze and/or use patterns or relations.</b> <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> 93 Example 1, 94 Example 2, 95-97 <i>Algebra Lab</i> 99-100 <i>Graphing Technology Lab</i> 319 <i>Standardized Test Practice</i> 98 #20, 107 #45 <b>Teacher Edition:</b> A 100; AE 93, 95	
<b>M11.D.1.1.2</b> Determine if a relation is a function given a set of points or a graph.	<b>Student Edition:</b> P4-P5, 61-67, 69-73 <i>Algebra Lab</i> 68, 75 <b>Teacher Edition:</b> AE P4, P5, 62, 63, 64, 70, 71; DI 67	

STANDARDS		PAGE REFERENCES
<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).	<b>Student Edition:</b> P4-P5, 61-62, 64 #1-#8, 65 #11-#20, #23, 74 #61-#63, 424 Example 1, 427 #13-#18, 569-570, 572 #1-#6, 573 #7-#22, #25-#28 <i>Study Guide and Review</i> 123 2-1 <b>Teacher Edition:</b> AE P4, P5, 62, 425, 570; SQ 61	
<b>ASSESSMENT ANCHOR</b>		
<b>M11.D.2</b>	<b>Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.</b>	
<b>M11.D.2.1</b>	Write, solve and/or graph linear equations and inequalities using various methods. <b>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</b>	
<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).	<b>Student Edition:</b> 41-47, 67 #45-#48, #50-#52, 118 Example 3 <i>Practice Test</i> 53 #10-#13, #22 <i>Preparing for Standardized Tests</i> 55 #1 <i>Study Guide and Review</i> 52 1-6 <i>Study Tip</i> 307 <b>Teacher Edition:</b> AE 42, 43, 44; DI 44; T 41; WO 42	
<b>M11.D.2.1.2</b> Identify or graph functions, linear equations or linear inequalities on a coordinate plane.	<b>Student Edition:</b> P4-P5, 61-67, 69, 71 #1-#4, 74 #61-#63, 101, 135-140, 143-149, 151-156, 167-173, 231-233, 348, 350, 424, 577 <i>Algebra Lab</i> 68 <i>Concept Summary</i> 146 <i>Graphing Technology Lab</i> 142, 158, 236 <i>Why?</i> 135 <b>Teacher Edition:</b> AE P5, 62, 63, 64, 136, 137, 138, 144, 145; DI 67, 141, 146, 157; T 135; TT 62	
<b>M11.D.2.1.3</b> Write, solve and/or apply a linear equation (including problem situations).	<b>Student Edition:</b> 18-25, 27-31 <i>Mid-Chapter Quiz</i> 26 #18-#20 <i>Practice Test</i> 53 #3-#20 <i>Study Guide and Review</i> 51 <i>Why?</i> 18, 27 <b>Teacher Edition:</b> AE 19, 20, 21, 28, 29; DI 21; T 27	

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<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> 135-140, 143-149, 151-156 <i>Graphing Technology Lab</i> 142, 158 <b>Teacher Edition:</b> AE 136, 137, 138, 144, 145, 152, 153; DI 146</p>
<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> 268-275, 280 #36-#41 <i>Study Guide and Review</i> 322 <i>Why?</i> 268 <b>Teacher Edition:</b> AE 269, 270, 271, 275; DI 275; T 268</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> 336 Example 6, 337-338, 553-560, 562-567 <i>Study Guide and Review</i> 398 6-1, 606 <i>Why?</i> 553 <b>Teacher Edition:</b> AE 336, 554, 555, 556, 563, 564; T 553</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> P7-P8, 268-274, 282 #75-#77, 290 #70-#72, 368, 556 Example 5 <i>Mid-Chapter Quiz</i> 283 #10-#13 <i>Study Guide and Review</i> 322 5-3 <b>Teacher Edition:</b> AE P7, P8, 269, 270, 369</p>
<p><b>M11.D.2.2.3</b> Simplify algebraic fractions.</p>	<p><b>Student Edition:</b> 251 Example 2, 253 Example 4, 556-559, 560 #58, 563, 565 #5-#12, #14-#17, #22-#33, 566 #36-#39, #45-#52, 568 #71-#73 <i>Standardized Test Practice</i> 275 #90 <b>Teacher Edition:</b> AE 556, 557, 563, 564</p>

STANDARDS		PAGE REFERENCES
<b>ASSESSMENT ANCHOR</b>		
<b>M11.D.3 Analyze change in various contexts.</b>		
<b>M11.D.3.1 Describe and/or determine change.</b> <i>Reference: 2.8.8.J, 2.11.8.B</i>		
<b>M11.D.3.1.1</b> Identify, describe and/or use constant or varying rates of change.	<b>Student Edition:</b> 76-81, 89 #47-#49, 94-95 Example 2, 98 #24-#27 <i>Algebra Lab</i> 311, 356 <i>Mid-Chapter Quiz</i> 91 #14 <i>Preparing for Standardized Tests</i> 129 <i>Study Guide and Review</i> 124 2-3 <b>Teacher Edition:</b> AE 77, 78	
<b>M11.D.3.1.2</b> Determine how a change in one variable relates to a change in a second variable (e.g., $y=4/x$ , if $x$ doubles, what happens to $y$ ?).	<b>Student Edition:</b> 63 Example 3, 65 #14, #23, 79 #1-#2, 80 #22, 81 #35, 135 Example 1 <i>Algebra Lab</i> 68 <i>Standardized Test Practice</i> 82 #44 <i>Why?</i> 135 <b>Teacher Edition:</b> AE 63, 136; DI 67; TT 62	
<b>M11.D.3.2 Compute and/or use the slope of a line.</b> <i>Reference: 2.8.11.J, 2.8.11.L</i>		
<b>M11.D.3.2.1</b> Apply the formula for the slope of a line to solve problems (formula given on reference sheet).	<b>Student Edition:</b> 77-81, 84-89, 92-97, 124 <i>Graphing Technology Lab</i> 90 <i>Mid-Chapter Quiz</i> 91 #19 <i>Study Guide and Review</i> 124 <b>Teacher Edition:</b> AE 78, 84, 85, 86, 93, 94, 95	
<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.	<b>Student Edition:</b> 70 Example 3, 71 #6-#11, 72 #26-#34, 73 #44-#46, 83-88 <i>Key Concept</i> 70, 83, 84 <i>Mid-Chapter Quiz</i> 91 #8-#11, #20-#23 <b>Teacher Edition:</b> AE 71, 84, 85, 86; FM 85; TT 70	

STANDARDS	PAGE REFERENCES
<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> 77-81, 84-89, 92-97, 124 <i>Graphing Technology Lab</i> 90 <i>Mid-Chapter Quiz</i> 91 #19 <i>Study Guide and Review</i> 124</p> <p><b>Teacher Edition:</b> AE 78, 84, 85, 86, 93, 94, 95</p>
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>M11.D.4 Describe or use models to represent quantitative relationships.</b></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> 76-81, 92-97, 409-415 <i>Algebra Lab</i> 99-100, 356 <i>Graphing Technology Lab</i> 90, 423, 540</p> <p><b>Teacher Edition:</b> AE 77, 78, 86, 536; DI 411</p>
<p><b>M11.E Data Analysis and Probability</b></p>	
<p><b>ASSESSMENT ANCHOR</b></p>	
<p><b>M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.</b></p>	
<p><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></p>	
<p><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.</p>	<p><b>Student Edition:</b> 93 Real-World Example 1, 94 Real-World Example 2, 95-97, 189 #21, #28, 186 Real-World Example 2, 190 #33 <i>Algebra Lab</i> 99, 785 <i>Check Your Progress</i> 93 #1A, 187 #2A <i>Graphing Technology Lab</i> 319 #2 <i>Spreadsheet Lab</i> 192 #1</p> <p><b>Teacher Edition:</b> AA 93</p>

STANDARDS	PAGE REFERENCES
<p><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).</p>	<p><b>Student Edition:</b> <i>Algebra Lab</i> 100, 785 <i>Check Your Progress</i> 93 #1D <i>Graphing Technology Lab</i> 319 #6 <i>Spreadsheet Lab</i> 192 #3</p> <p><b>Teacher Edition:</b> AA 94, 187</p>
<b>ASSESSMENT ANCHOR</b>	
<p><b>M11.E.2</b> Select and/or use appropriate statistical methods to analyze data.</p>	
<p><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></p>	
<p><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.</p>	<p><b>Student Edition:</b> 93, Example 1, 752, 755 #1-#4, 757 #25-#27, #31-#32 <i>Algebra Lab</i> 99-100, 785 <i>Why?</i> 752</p> <p><b>Teacher Edition:</b> AE 95, 753, 754; FM 754</p>
<p><b>M11.E.2.1.2</b> Calculate and/or interpret the range, quartiles and interquartile range of data.</p>	<p><b>Student Edition:</b> 252 Example 3, 253, 254 #7-#10, #22-#31, 256 #60, 257 #76, 425 Example 2 <i>Concepts and Skills Bank</i> 1006 <i>Study Tip</i> 253, 425</p> <p><b>Teacher Edition:</b> AE 252</p>
<p><b>M11.E.2.1.3</b> Describe how outliers affect measures of central tendency.</p>	<p>Measures of central tendency can be discussed with the following references.</p> <p><b>Student Edition:</b> 93 Example 1, 97 #11 <i>Algebra Lab</i> 99-100 <i>Concepts and Skills Bank</i> 1006 <i>Review Vocabulary</i> 93</p> <p><b>Teacher Edition:</b> AE 753</p>

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> 759-763, 764-771, 786-792 <i>Algebra Lab</i> 779, 785 <i>Why?</i> 759 <b>Teacher Edition:</b> AE 787, 788, 789; DI 771; SQ 759; T 764; WO 771	
<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> 764-771 <i>Concepts and Skills Bank</i> 998 <b>Teacher Edition:</b> AE 998; DI 771; T 764; WO 771	
<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> P12-P14 <i>Key Concept</i> P12 <i>Reading Math</i> P13 <i>Skills Review</i> 758 #42-#45 <b>Teacher Edition:</b> AE P12, P13; TT P13; WO P13	
<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> 186-187, 189 #21, #28, 197 #28b, 766 Example 4 <i>Algebra Lab</i> 99-100 <i>Graphing Technology Lab</i> 319 #5, 751 <i>Spreadsheet Lab</i> 192 #2 <i>Study Tip</i> 195 <b>Teacher Edition:</b> AA 187	

STANDARDS	PAGE REFERENCES
<p><b>M11.E.4.1.2</b> Use probability to predict outcomes.</p>	<p><b>Student Edition:</b> 759-763, 764-771, 773-778 <i>Algebra Lab</i> 779 <b>Teacher Edition:</b> A 763; AE 760, 765; DI 763, 771; T 764</p>
<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. <b>Reference: 2.6.11.C, 2.6.11.D</b></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><b>Student Edition:</b> 92-97, 107 #49, 116 #55 <i>Study Guide and Review</i> 125 2-5 <b>Teacher Edition:</b> AE 93, 94, 95; TT 95</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><b>Student Edition:</b> 92-97, 107 #49, 116 #55 <i>Study Guide and Review</i> 125 2-5 <b>Teacher Edition:</b> AE 93, 94, 95; LR 95; TT 95</p>