

Publisher:	Glencoe/McGraw-Hill
Program Title:	<i>Algebra: Concepts and Applications</i> © 2005 California Edition
Components:	Student Edition (SE) Teacher Wraparound Edition (TWE)
Grade Level(s):	8 through 12
Intended Audience:	Students who are ready to move from basic mathematical and algebraic concepts to understanding and applying more advanced algebraic concepts.

**Standards Map - Basic Comprehensive Program  
Grades Eight Through Twelve - Mathematics**

The standards for grades eight through twelve are organized differently from those for kindergarten through grade seven. In this section strands are not used for organizational purposes as they are in the elementary grades because the mathematics studied in grades eight through twelve falls naturally under discipline headings: algebra, geometry, and so forth. Many schools teach this material in traditional courses; others teach it in an integrated fashion. To allow local educational agencies and teachers flexibility in teaching the material, the standards for grades eight through twelve do not mandate that a particular discipline be initiated and completed in a single grade. The core content of these subjects must be covered; students are expected to achieve the standards however these subjects are sequenced.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			Meets Standard		FOR LEA USE ONLY Local Education Agency Evaluator Notes
			Introduced	Practiced	Taught to Mastery	Y	N	
<b>DISCIPLINE</b>		<b>Algebra I</b> Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.						
8-12	1.0	Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:	SE: 16, 64-67, 70-72, 75-77, 82-83, 100-102, 140-143, 600-603 TWE: RA 84, 102	SE: 17-18, 68-69, 73-75, 77-79, 84-85, 102-103, 143-145, 603-605 TWE: EC 103, 145	SE: 16, 64-67, 70-72, 75-77, 82-83, 100-102, 140-143, 600-603 TWE: RA 68			

\* For more information, see Notes.  
Math 8-12th Grade Standards Map -- Approved by the State Board of Education on February 6, 2002.

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			Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
8-12	1.1	Students use properties of numbers to demonstrate whether assertions are true or false.	SE: 14-16, 19-21, 24-25	SE: 17-18, 21-23 TWE: A 18	SE: 14-16, 19-21 TWE: T 25			
8-12	2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	SE: 65-66, 154-155, 341-343, 347-349, 357-359 TWE: ML 64, 341	SE: 68, 156-158, 344-345, 349-351 <i>Math In the Workplace</i> 346 TWE: EC 159	SE: 65-66, 154-156, 341-344, 347-349, 357-359 TWE: ML 64, 341 TT 343			
8-12	3.0	Students solve equations and inequalities involving absolute values.	SE: 128-130, 530-531 TWE: EA 533 ML 128, 530 TT 129, 531	SE: 130-131, 145 #49-#51, 532-534 TWE: EC 131 IE 129-130	SE: 128-130, 530-532 TWE: A 534 EA 533 ML 128, 530 RA 532 TT 129, 531			
8-12	4.0	Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$ .	SE: 165-166, 167-168 Example 5, 171-172, 176-177, 519-521 <i>Graphing Calculator Exploration</i> 167 TWE: A 523	SE: 168 #3, 173-175, 178-179, 522 TWE: IE 172	SE: 167-168, 171-172, 519-522 <i>Graphing Calculator Exploration</i> 167 TWE: A 523			
8-12	5.0	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	SE: 165-168, 171-172, 521-522 TWE: ML 165, 519	SE: 169-170, 173-175, 522-523, 529 #61-#66 TWE: FA 166 IE 166, 168	SE: 165-168, 171-172, 521-522 TWE: ML 165, 519			
8-12	6.0	Students graph a linear equation and compute the $x$ - and $y$ -intercepts (e.g., graph $C262x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $(2x + 6y < 4)$ ).	SE: 310-313, 535-537 TWE: A 615 ML 316 RA 314 TT 311	SE: 314-315, 319-320, 538-539 TWE: 5MC 316 IE 311-312	SE: 310-313, 535-538 TWE: A 615 ML 316 RA 314 TT 311			

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8-12	7.0	Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.	SE: 290-292 TWE: A 295 ML 290 RA 293 TT 292	SE: 293-295, 301 #49-#50 TWE: 5MC 296 EC 295 IE 291-292	SE: 290-292 TWE: A 295 ML 290 RA 293 TT 292			
8-12	8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.	SE: 322-325 TWE: 5MC 322 ML 322 RA 325 TT 324	SE: 325-327 <i>Study Guide and Assessment</i> 330 #36-#39 TWE: IE 323-325	SE: 322-325 TWE: 5MC 322 ML 322 RA 325 TT 324			
8-12	9.0	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	SE: 550-551, 554-556, 560-563, 566-569, 572-575, 586-588 TWE: GCE 551 ML 550, 561	SE: 552-553, 557-559, 564-565, 569-571, 575-577, 589-590 TWE: EC 559 IE 551-552, 555-557, 567, 572-575	SE: 550-552, 554-557, 560-564, 566-569, 572-575, 586-588 TWE: GCE 551 ML 550, 561 RA 552			
8-12	10.0	Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.	SE: 388-391, 394-396, 399-402, 405-407 TWE: A 398 ML 388, 399 RA 392, 402, 408	SE: 392-393, 396-398, 402-404, 408-409	SE: 388-391, 394-396, 399-402, 405-407 TWE: A 398 FC 397 ML 388, 399 RA 392, 402, 408			
8-12	11.0	Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.	SE: 428-431, 434-437, 440-442, 445-448 TWE: FC 436 HA 429, 435 ML 428, 434	SE: 431-433, 438-439, 443-444, 448-449 TWE: EC 439 IE 429-431, 436-437	SE: 428-431, 434-437, 440-442, 445-448 TWE: FC 436 HA 429, 435 ML 428, 434 TT 429, 435			

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8-12	12.0	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.	SE: 638-641 TWE: GCE 639 ML 638 TT 639, 640, 641	SE: 449 #60-#61, 641-643 TWE: IE 639-641	SE: 638-641 TWE: EA 642 GCE 639 ML 638 TT 639, 640, 641			
8-12	13.0	Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.	SE: 644-647, 650-652, 656-659, 662-665 TWE: ML 644, 656 RA 659	SE: 647-649, 653-655, 659-661, 665-667 TWE: EC 649, 661 HA 651 IE 645-647	SE: 644-647, 650-653, 656-659, 662-665 TWE: FC 652 ML 644, 656 RA 659			
8-12	14.0	Students solve a quadratic equation by factoring or completing the square.	SE: 474-475, 478-480 TWE: ML 478 RA 475 TT 479, 480	SE: 476-477, 478 #29-#31, 481-482 <i>Study Guide and Assessment</i> 497-498 #30-#40 TWE: 5MC 483 IE 475, 479-480	SE: 474-476, 478-480 TWE: A 477 ML 478 RA 475 TT 479, 480			
8-12	15.0	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	SE: 204-207, 563-564 <i>Investigation</i> 674-675 TWE: A 209 ML 204, 674 RA 207	SE: 208-209, 565 #31-#32, 674-675 <i>Investigation</i> 674-675 TWE: EC 209 IE 205-207	SE: 206-207, 563-564, 674-675 <i>Investigation</i> 674-675 TWE: A 209 ML 204, 674 RA 207 TT 675			
8-12	16.0	Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.	SE: 238-240, 244-246, 256-258 TWE: A 243 ML 238, 244 TT 239, 245, 258	SE: 241-243, 247-249, 259-261 TWE: EC 243 IE 239-240, 245-247	SE: 238-240, 244-247, 256-259 TWE: EA 241, 247 RA 247, 259			

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8-12	17.0	Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.	SE: 238-240, 244-246, 256-258 TWE: A 243 ML 238 TT 239	SE: 241-243, 247-249, 259-261 TWE: EC 243	SE: 238-240, 244-247, 256-259 TWE: A 243 EA 241 ML 238 TT 239			
8-12	18.0	Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.	SE: 256-258 TWE: A 261	SE: 259-261 <i>Investigation</i> 262 #1d, 263 #2d <i>Test</i> 279 #11-#15 TWE: FC 263 IE 256-257	SE: 256-258 TWE: A 261  <i>Enrichment Masters</i> 261			
8-12	19.0	Students know the quadratic formula and are familiar with its proof by completing the square.	SE: 483-485 TWE: A 487	SE: 486-487 <i>Math In the Workplace</i> 488 TWE: A 487 FA 484 IE 484-485	SE: 483-485 TWE: A 487 T 483			
8-12	20.0	Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	SE: 483-485 TWE: A 487	SE: 486-487 <i>Math In the Workplace</i> 488 TWE: A 487 FA 484 IE 484-485	SE: 483-485 TWE: A 487 T 483			
8-12	21.0	Students graph quadratic functions and know that their roots are the x-intercepts.	SE: 468-471, 475-476 TWE: A 473 ML 468	SE: 471-473 TWE: 5MC 474 EC 473 IE 469	SE: 468-471 TWE: A 473 ML 468 RA 471			
8-12	22.0	Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.	SE: 474-475, 483-485 TWE: A 477 ML 474 TT 475	SE: 476-477, 486-487 TWE: EC 487 IE 475-476, 485	SE: 474-475, 483-485 TWE: A 477 ML 474 RA 475 TT 475			

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8-12	23.0	Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	SE: 468, 475, 476, 478, 480, 483, 485 TWE: ML 468	SE: 472-473, 477 #32, 482, 486-487 TWE: IE 469, 485	SE: 468, 475, 476, 478, 480, 483, 485 TWE: TT 469			
8-12	24.0	Students use and know simple aspects of a logical argument:	SE: <i>Investigation</i> 30-31	SE: <i>Investigation</i> 30-31 TWE: RA 77	SE: <i>Investigation</i> 30-31			
8-12	24.1	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.	SE: <i>Investigation</i> 30-31	SE: <i>Investigation</i> 30-31	SE: <i>Investigation</i> 30-31			
8-12	24.2	Students identify the hypothesis and conclusion in logical deduction.	SE: <i>Investigation</i> 30-31	SE: 515 <i>Investigation</i> 30-31	SE: <i>Investigation</i> 30-31			
8-12	24.3	Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	SE: 16	SE: 17 #8, 18 #22-#23, #27, 22 #34, 125 #4, 517, 603	SE: 16			
8-12	25.0	Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:	SE: 9-10, 14-16, 19-20 TWE: A 18 ML 8	SE: 11-12, 17-18, 21-23 TWE: IE 9-10, 15	SE: 9-10, 14-16, 19-20 TWE: A 18 ML 8			
8-12	25.1	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.	SE: 8, 16, 24-25 Example 1, 142-143, 154-155 <i>Investigation</i> 30-31 TWE: A 127 ML 8, 14	SE: 17 #8, 18 #22-#23, #27, 22 #33-#34, 84 #2, 125 #4, 168 #3 <i>Investigation</i> 30-31 TWE: IE 16	SE: 8, 16, 24-25 Example 1, 142-143, 154-155 <i>Investigation</i> 30-31 TWE: A 127 ML 8, 14			
8-12	25.2	Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.	SE: 8-10, 14-16, 19-20 TWE: EA 11 ML 8 RA 21	SE: 11-13, 17 #3, #17, 21-23 TWE: A 18 EC 13, 23	SE: 9-10, 14-16, 19-20 TWE: EA 11 ML 8 RA 21			

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8-12	25.3	Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	SE: 487 #28, 499	SE: 487 #28, 499 Test 499 #1-#3	SE: 487 #28, 499			
<b>DISCIPLINE</b>		<b>Geometry</b> The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.						
8-12	1.0	Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.	SE: <i>Investigation</i> 30-31	SE: <i>Investigation</i> 30-31	SE: <i>Investigation</i> 30-31			
8-12	2.0	Students write geometric proofs, including proofs by contradiction.	See Glencoe's <i>Geometry: Applications and Connections</i> © 2004.					
8-12	3.0	Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.	SE: 16	SE: 17 #8, 18 #22-#23, #27, 22 #34, 125 #4, 517, 603	SE: 16			
8-12	4.0	Students prove basic theorems involving congruence and similarity.	See Glencoe's <i>Geometry: Applications and Connections</i> © 2004.					

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8-12	5.0	Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.	SE: <i>Preparing for Standardized Tests</i> 546 Quiz 611 #10	SE: <i>Preparing for Standardized Tests</i> 546 Quiz 611 #10				
8-12	6.0	Students know and are able to use the triangle inequality theorem.	See Glencoe's <i>Geometry: Applications and Connections</i> © 2004.					
8-12	7.0	Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.	SE: 322-324, 554-555, 562 TWE: A 327 ML 322 TT 323	SE: 325-327 <i>Preparing for Standardized Tests</i> 454 TWE: EC 327 IE 323	SE: 322-324, 554-555, 562 TWE: A 327 ML 322 TT 323			
8-12	8.0	Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.	SE: 25-26, 402 Example 7, 423 Example 9, 431 Example 6, 437 Example 5, 442 Example 4 <i>Investigation</i> 426-427	SE: 27 #6, 29 #16, 403 #20, 433 #47, 439 #49-#50, 444 #43 TWE: 5MC 405 EC 433	SE: 25-26, 402 Example 7, 423 Example 9, 431 Example 6, 437 Example 5, 442 Example 4 <i>Investigation</i> 426-427			
8-12	9.0	Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.	SE: 402 Example 7, 442 Example 4 <i>Hands-On Algebra</i> 25 TWE: HA 25	SE: 403 #20, 444 #43 TWE: 5MC 405 IE 402	SE: 402 Example 7, 442 Example 4 <i>Hands-On Algebra</i> 25 TWE: HA 25			

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8-12	10.0	Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.	SE: 423, 431, 437 <i>Graphing Calculator Exploration 26 Investigation 426-427</i>	SE: 27 #6, 29 #16, 433 #47, 439 #49, 444 #43	SE: 423, 431, 437 <i>Graphing Calculator Exploration 26 Investigation 426-427</i>			
8-12	11.0	Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	SE: 247 Example 5 <i>Investigation 426-427</i> TWE: TT 427	SE: <i>Investigation 426-427</i> TWE: IE 247	SE: 247 Example 5 <i>Investigation 426-427</i> TWE: TT 427			
8-12	12.0	Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.	See Glencoe's <i>Geometry: Applications and Connections</i> © 2004.					
8-12	13.0	Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.	SE: 179 #34, 255 #41	SE: 179 #34, 255 #41	See Glencoe's <i>Geometry: Applications and Connections</i> © 2004.			
8-12	14.0	Students prove the Pythagorean theorem.	SE: 366-368 TWE: A 371 ML 366 RA 369	SE: 369 TWE: FA 368	SE: 366-368 TWE: A 371 ML 366 RA 369			
8-12	15.0	Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.	SE: 366-369 <i>Investigation 372-373</i> TWE: TT 373	SE: 369-371 TWE: EC 371 IE 367-368	SE: 366-369 <i>Investigation 372-373</i> TWE: TT 373			
8-12	16.0	Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.	<i>Enrichment Masters 529</i>	<i>Enrichment Masters 529</i>	<i>Enrichment Masters 529</i>			

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8-12	17.0	Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.	SE: 606-608 <i>Investigation</i> 612-613 TWE: A 611 FC 608 ML 606 TT 613	SE: 609-611 <i>Investigation</i> 612-613 TWE: AE 609 IE 607	SE: 606-608 <i>Investigation</i> 612-613 TWE: A 611 FC 608 ML 606 TT 613			
8-12	18.0	Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$ , $(\sin(x))^2 + (\cos(x))^2 = 1$ .	See Glencoe's <i>Geometry: Applications and Connections</i> © 2004.					
8-12	19.0	Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.	See Glencoe's <i>Geometry: Applications and Connections</i> © 2004.					
8-12	20.0	Students know and are able to use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles.	See Glencoe's <i>Geometry: Applications and Connections</i> © 2004.					
8-12	21.0	Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.	See Glencoe's <i>Geometry: Applications and Connections</i> © 2004.					
8-12	22.0	Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.	SE: 77	SE: 78 #13, 79 #49 TWE: EC 79 IE 77	See Glencoe's <i>Geometry: Applications and Connections</i> © 2004.			

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<b>DISCIPLINE</b>		<b>Linear Algebra</b> The general goal in this discipline is for students to learn the techniques of matrix manipulation so that they can solve systems of linear equations in any number of variables. Linear algebra is most often combined with another subject, such as trigonometry, mathematical analysis, or precalculus.						
10-12	1.0	Students solve linear equations in any number of variables by using Gauss-Jordan elimination.	See Glencoe's <i>Algebra 2</i> © 2005.					
10-12	2.0	Students interpret linear systems as coefficient matrices and the Gauss-Jordan method as row operations on the coefficient matrix.	SE: <i>Investigation</i> 578-579 TWE: ML 578 TT 579	SE: <i>Investigation</i> 578-579 TWE: FA 579	SE: <i>Investigation</i> 578-579 TWE: ML 578 TT 579			
10-12	3.0	Students reduce rectangular matrices to row echelon form.	See Glencoe's <i>Algebra 2</i> © 2005.					
10-12	4.0	Students perform addition on matrices and vectors.	SE: <i>Investigation</i> 80-81 TWE: ML 80 TT 81	SE: <i>Investigation</i> 80-81	SE: <i>Investigation</i> 80-81 TWE: ML 80 TT 81			
10-12	5.0	Students perform matrix multiplication and multiply vectors by matrices and by scalars.	SE: <i>Investigation</i> 81 #4	SE: <i>Investigation</i> 81 #4	SE: <i>Investigation</i> 81 #4			
10-12	6.0	Students demonstrate an understanding that linear systems are inconsistent (have no solutions), have exactly one solution, or have infinitely many solutions.	See Glencoe's <i>Algebra 2</i> © 2005.					
10-12	7.0	Students demonstrate an understanding of the geometric interpretation of vectors and vector addition (by means of parallelograms) in the plane and in three-dimensional space.	See Glencoe's <i>Algebra 2</i> © 2005.					

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10-12	8.0	Students interpret geometrically the solution sets of systems of equations. For example, the solution set of a single linear equation in two variables is interpreted as a line in the plane, and the solution set of a two-by-two system is interpreted as the intersection of a pair of lines in the plane.	See Glencoe's <i>Algebra 2</i> © 2005.					
10-12	9.0	Students demonstrate an understanding of the notion of the inverse to a square matrix and apply that concept to solve systems of linear equations.	See Glencoe's <i>Algebra 2</i> © 2005.					
10-12	10.0	Students compute the determinants of 2 x 2 and 3 x 3 matrices and are familiar with their geometric interpretations as the area and volume of the parallelepipeds spanned by the images under the matrices of the standard basis vectors in two-dimensional and three-dimensional spaces.	See Glencoe's <i>Algebra 2</i> © 2005.					
10-12	11.0	Students know that a square matrix is invertible if, and only if, its determinant is nonzero. They can compute the inverse to 2 x 2 and 3 x 3 matrices using row reduction methods or Cramer's rule.	See Glencoe's <i>Algebra 2</i> © 2005.					
10-12	12.0	Students compute the scalar (dot) product of two vectors in $n$ -dimensional space and know that perpendicular vectors have zero dot product.	See Glencoe's <i>Algebra 2</i> © 2005.					

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<b>DISCIPLINE</b>		<b>Probability and Statistics</b> This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.						
8-12	1.0	Students know the definition of the notion of <i>independent events</i> and can use the rules for addition, multiplication, and complementation to solve for probabilities of particular events in finite sample spaces.	SE: 223 #26, 224-227 TWE: ML 224 RA 227	SE: 223 #26, 227-229 TWE: EC 229 IE 227	SE: 223 #26, 224-227 TWE: ML 224 RA 227			
8-12	2.0	Students know the definition of <i>conditional probability</i> and use it to solve for probabilities in finite sample spaces.	<i>Enrichment Masters</i> 34	<i>Enrichment Masters</i> 34	See Glencoe's <i>Algebra 2</i> © 2005.			
8-12	3.0	Students demonstrate an understanding of the notion of <i>discrete random variables</i> by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses.	<i>Enrichment Masters</i> 16	<i>Enrichment Masters</i> 16	See Glencoe's <i>Algebra 2</i> © 2005.			
8-12	4.0	Students are familiar with the standard distributions (normal, binomial, and exponential) and can use them to solve for events in problems in which the distribution belongs to those families.	See Glencoe's <i>Algebra 2</i> © 2005.					
8-12	5.0	Students determine the mean and the standard deviation of a normally distributed random variable.	<i>Enrichment Masters</i> 52	<i>Enrichment Masters</i> 52	See Glencoe's <i>Algebra 2</i> © 2005.			
8-12	6.0	Students know the definitions of the <i>mean</i> , <i>median</i> , and <i>mode</i> of a distribution of data and can compute each in particular situations.	SE: 104-107 TWE: FC 106 TT 105	SE: 107-109 TWE: FA 108 IE 105-106	SE: 104-107 TWE: A 109 FC 106 TT 105			

\* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
8-12	7.0	Students compute the variance and the standard deviation of a distribution of data.	See Glencoe's <i>Algebra 2</i> © 2005.					
8-12	8.0	Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.	SE: 32-34, 38-41, 302-305 <i>Investigation</i> 210-211	SE: 34-37, 41-43, 305-307 <i>Investigation</i> 210-211 TWE: IE 33-34, 39-41, 304	SE: 32-34, 38-41, 302-305 <i>Investigation</i> 210-211			

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):

Codes Used for TWE Pages

5MC 5-Minute Check  
A Assess  
EA Error Analysis  
FA Family Activity  
FC From the Classroom of...  
GCE Graphing Calculator Exploration  
HA Hands-On Algebra  
IE In-Class Examples  
ML Motivating the Lesson  
RA Reteaching Activity  
T Teach  
TT Teaching Tip

\* For more information, see Notes.  
Math 8-12th Grade Standards Map -- Approved by the State Board of Education on February 6, 2002.