



Algebra

Concepts and Applications

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STANDARDS		PAGE REFERENCES
Grades 9-10		
Standard 1: Number and Operation		
Standard 1: Students understand and use basic and advanced concepts of number and number systems.		
Benchmark Expectations		
NUMBERS, NUMBER RELATIONSHIPS, AND NUMBER SYSTEMS		
9-10.1.1. Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation	<p>Student Edition: 345 #47, 352-356, 361, 375, 377, 387 #66, 425 #67, 539 #41, 600-605, 708, 735 #2, 739 #4, 743 #4</p> <p><i>Reading Algebra</i> 353</p> <p>Teacher Wraparound Edition: 5MC 357, 382 #3; EA 356; EC 356; ICE 353-354; MTL 353; OEA 356; RA 354; RDAL 353;</p>	
9-10.1.2. Describe the hierarchal relationships (e.g., integers are rationals) among subsets of the real number system; i.e., reals, rationals, irrationals, integers, wholes, and naturals	<p>Student Edition: 52-53, 203 #52, 600-605, 611, 619, 630, 633, 673, 720</p> <p><i>Family Activity</i> 601</p> <p><i>Reading Algebra</i> 52, 600</p> <p>Teacher Wraparound Edition: 5MC 606; EA 364, 603; FA 601; ICE 601-603; MTL 600; OEA 605; RA 602; RDAL 52, 600; TT 601</p>	

STANDARDS	PAGE REFERENCES
9-10.1.3. Identify the properties of the real number system; i.e., commutative, associative, distributive, closure, inverse, and identity properties	<p>Student Edition: 8-13, 14-18, 19-23, 45, 47, 49 #8, 63, 77 #2, 85 #57, 203 #52, 249 #47, 643 #75, 692</p> <p>Teacher Wraparound Edition: 5MC 19; EA 17; EC 18; ICE 9-10, 15-16, 19-21; MTL 14, 19; OEA 13, 18; TT 9, 14, 15, 16</p>
9-10.1.4. Represent a set of data in a matrix	<p>Student Edition: 80-81, 578-579</p> <p><i>Chapter 2 Investigation</i> 80-81 <i>Chapter 13 Investigation</i> 578-579</p> <p>Teacher Wraparound Edition: FA 579; MTL 80, 578; TT 81, 579</p>
OPERATIONS AND THEIR PROPERTIES	
9-10.1.5. Use the order of operations and properties of exponents to simplify an algebraic expression	<p>Student Edition: 8-13, 18, 22-23, 45, 47, 91, 103, 112-116, 168, 176-179, 338</p> <p>Teacher Wraparound Edition: 5MC 14, 117; CTBQ 47; EA 11; EC 13, 18, 23; ICE 9-10, 113-114, 177; MTL 8</p>
9-10.1.6. Analyze the effects of multiplication, division, raising to a power, and extracting a root on the magnitudes of quantities; e.g., when will the square root of a number be greater than the number itself, or what will happen to the magnitude of a number when you multiply it by a negative number?	<p>Student Edition: 75-77, 82-85, 88, 141-145, 154-159, 275 #30, 339-339, 352-356, 357-361, 362-365, 410-411, 597 #5, 749 #6</p> <p><i>Chapter 9 Investigation</i> 410-411 <i>Graphing Calculator Exploration</i> 338-339 <i>Hands-On Algebra</i> 362</p> <p>Teacher Wraparound Edition: 5MC 146, 362; CTBQ 377; EC 145; HOA 363; ICE 353-354; MTL 362; TT 352</p>
9-10.1.7. Apply basic properties of exponents to simplify algebraic expressions; i.e., power of a product, power of a power, products and quotients of powers, zero and negative exponents	<p>Student Edition: 336-340, 341-345, 351, 356, 375, 376, 381, 707-708</p> <p><i>Reading Algebra</i> 341</p> <p>Teacher Wraparound Edition: 5MC 341, 347, 352, 382; EA 344; EC 340, 345; ICE 337-338, 342-344, 348-349; MTL 341; TT 338, 342, 343</p>

STANDARDS	PAGE REFERENCES
COMPUTATIONAL FLUENCY AND ESTIMATION	
9-10.1.8. Apply estimation skills to predict realistic solutions to problems	Student Edition: 24-25 Ex 1, 48, 85 #44, 224, 289, 340 #43, 362-365, 371, 376, 377, 387, 468-473, 480, 580-581, 600-605, 607-611, 709, 757, 760 <i>Hands-On Algebra</i> 224, 362 Teacher Wraparound Edition: HOA 225, 363; ICE 363, 469
9-10.1.9. Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers	Student Edition: 24-29, 37, 45, 693, 724, 725, 726, 727, 728, 729, 730, 731, 735-736, 739-740, 743-744, 748-749, 754, 755, 756, 757, 758, 759, 760, 761 Teacher Wraparound Edition: 5MC 32; ICE 25-26
9-10.1.10. Explain the reasonableness of a problem's solution and the process used to obtain it	Student Edition: 24-29, 48, 85 #44, 259 #3, 289, 362-365, 469-473, 480, 484, 487, 758, 760 Teacher Wraparound Edition: EA 364; EC 365; TT 25, 363
9-10.1.11. Add, subtract, and perform scalar multiplication on matrices	Student Edition: 80-81, 578-579 <i>Chapter 2 Investigation</i> 80-81 <i>Chapter 13 Investigation</i> 578-579 Teacher Wraparound Edition: FA 579; MTL 80; TT 81, 579
Standard 2: Geometry and Spatial Sense	
Standard 2: Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.	
Benchmark Expectations	
TWO- AND THREE-DIMENSIONAL SHAPES, GEOMETRIC PROPERTIES AND RELATIONSHIPS	
9-10.2.1. Identify the properties and attributes of two- and three-dimensional objects that distinguish one from another; e.g., a cylinder has two parallel circular bases	Student Edition: 25-29, 63 #37, 323, 327 #40, 347, 366-371, 374, 378-379, 386 #15, 387 #56, 402-403, 409, 477 #33, 546-547, 596, 610, 611, 661 #34, 680-681 <i>Graphing Calculator Exploration</i> 26 <i>Hands-On Algebra</i> 25 Teacher Wraparound Edition: GCE 26; HOA 25; ICE 323, 368

STANDARDS	PAGE REFERENCES
9-10.2.2. Determine congruence and similarity among geometric objects	<p>Student Edition: 194-197, 546-547, 610, 611, 635 #4, 736, 739 #13, 740, 743 #13 <i>Hands-On Algebra</i> 194</p> <p>Teacher Wraparound Edition: EC 197; HOA 195</p>
9-10.2.3. Use trigonometric relationships and the Pythagorean Theorem to determine side lengths and angle measures in right triangles	<p>Student Edition: 366-371, 372-373, 376, 378-379, 605 #58, 606-611, 619 #40, 623 #37, 680-681, 709 <i>Chapter 8 Investigation</i> 372-373 <i>Hands-On Algebra</i> 606</p> <p>Teacher Wraparound Edition: 5MC 382 #5; EA 369; EC 371; HOA 607; ICE 367-368; MTL 366; RA 369; TT 367</p>
9-10.2.4. Using given information, establish the validity of a conjecture using a two-column or paragraph proof	<p>See Glencoe <i>Algebra I</i> © 2008 for the following reference to algebraic proofs.</p> <p>Student Edition: <i>Reading Math</i> 453</p>
COORDINATE GEOMETRY	
9-10.2.5. Use Cartesian coordinates to determine distance, midpoint, and slope	<p>Student Edition: 284-289, 297-301, 322-327, 328, 606-611, 612-613, 619 #43, 623, 631, 633, 643 #73, 705, 706, 720, 744 #19 <i>Chapter 14 Investigation</i> 612-613 <i>Hands-On Algebra</i> 324, 606</p> <p>Teacher Wraparound Edition: 5MC 290, 614; EC 611; HOA 324, 606; ICE 285-286, 323-325, 607-608; OEA 611</p>
9-10.2.6. Use distance, midpoint, and slope to determine relationships between points, lines, and plane figures in the Cartesian coordinate system; e.g., determine whether a triangle is scalene, isosceles, or equilateral given the coordinates of its vertices	<p>Student Edition: 284-289, 297-301, 322-327, 328, 606-611, 612-613, 619 #43, 623, 631, 633, 643 #73, 705, 706, 720, 744 #19 <i>Chapter 14 Investigation</i> 612-613 <i>Hands-On Algebra</i> 324, 606</p> <p>Teacher Wraparound Edition: 5MC 290, 614; EC 611; HOA 324, 606; ICE 285-286, 323-325, 607-608</p>

STANDARDS	PAGE REFERENCES
TRANSFORMATION AND SYMMETRY	
9-10.2.7. Identify and perform transformations of objects in the plane using sketches (translations, reflections, rotations, and dilations) and coordinates (translations, reflections, and dilations)	<p>Student Edition: 63 #37, 69 #61-#62, 77-79, 88 #62, 546, 739 #12, 743, 749 #5</p> <p>Teacher Wraparound Edition: EC 79; ICE 77</p>
9-10.2.8. Describe the effects of combining basic transformations in a plane; e.g., two reflections over parallel lines results in a translation	<p>Student Edition: 79 #49, 749 #5</p> <p>Teacher Wraparound Edition: EC 79</p>
VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING	
9-10.2.9. Construct plane figures using traditional and/or technological tools; i.e., congruent segments, congruent angles, angle and segment bisectors, perpendicular and parallel lines	<p>Student Edition: 25, 63 #37, 69 #61-#62, 77-79, 88 #62, 410-411, 546, 606-611, 619, 739 #12, 743, 749 #5 <i>Chapter 9 Investigation</i> 410-411 <i>Hands-On Algebra</i> 25, 606</p> <p>Teacher Wraparound Edition: HOA 25, 606</p>
9-10.2.10. Recognize images of the same object shown from different perspectives; i.e., a two-dimensional image of a three-dimensional object	<p>Student Edition: 25, 110-111 <i>Chapter 3 Investigation</i> 110-111 <i>Hands-On Algebra</i> 25</p> <p>Teacher Wraparound Edition: HOA 26; MTL 110</p>
9-10.2.11. Use geometric models to find solutions to problems in mathematics and other disciplines; e.g., art and architecture	<p>Student Edition: 24-29, 410-411, 423, 426-427, 619, 726, 727, 728, 729, 730, 731, 736, 739, 740, 743, 744, 749, 758 <i>Chapter 9 Investigation</i> 410-411 <i>Chapter 10 Investigation</i> 426-427 <i>Hands-On Algebra</i> 25</p> <p>Teacher Wraparound Edition: HOA 25</p>

STANDARDS	PAGE REFERENCES
Standard 3: Data Analysis, Statistics, and Probability	
Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.	
Benchmark Expectations	
DATA COLLECTION, DISPLAY, AND INTERPRETATION	
<p>9-10.3.1. Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots</p>	<p>Student Edition: 32-37, 38-43, 45, 46, 57, 74 #60, 184-185, 200-201, 210-211, 219-223, 224-229, 281, 302-308, 693, 694, 745-747, 749 #9 <i>Chapter 5 Investigation</i> 210-211 <i>Chapter 7 Investigation</i> 308-309 <i>Hands-On Algebra</i> 220 Teacher Wraparound Edition: HOA 220; ICE 39-41, 220-221, 303-304</p>
<p>9-10.3.2. Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data</p>	<p>Student Edition: 32-37, 38-43, 45, 46, 57, 74 #60, 134 #57, 184-185, 200-201, 210-211, 219-223, 224-229, 242 #24, 243, 281, 302-308, 693, 694, 745-747, 749 #9 <i>Chapter 5 Investigation</i> 210-211 <i>Chapter 7 Investigation</i> 308-309 Teacher Wraparound Edition: 5MC 38, 52, 310; ICE 33-34, 39-41, 303-304</p>
<p>9-10.3.3. Identify the variable, sample, and population in a well-designed study; e.g., in an exit poll for a tax increase, the variable is the outcome of the vote, the sample is the set of people surveyed, the population is the set of all voters</p>	<p>Student Edition: 32-37, 38-43, 46, 146-151, 219-223, 693, 703, 749 #10 Teacher Wraparound Edition: 5MC 38, 224; EA 35; ICE 33-34; MTL 32; TT 33</p>
PROBABILITY	
<p>9-10.3.4. Determine the number of possible outcomes for a given event, using appropriate counting techniques; e.g., fundamental counting principle, factorials, combinations, permutations</p>	<p>Student Edition: 146-151, 152-153, 219-223, 224-229, 232, 233, 242 #24, 243, 279 #24, 280-281, 315, 333 #7, 467 #35, 699, 702, 703 <i>Chapter 4 Investigation</i> 152-153 <i>Hands-On Algebra</i> 220, 224 Teacher Wraparound Edition: 5MC 154; EC 229; HOA 220, 225; ICE 147-148, 220-221; MTL 146, 224</p>

STANDARDS	PAGE REFERENCES
9-10.3.5. Calculate experimental and theoretical probabilities with and without replacement	<p>Student Edition: 219-223, 224-229, 232, 233, 242 #24, 243, 279 #24, 280-281, 315, 333 #7, 406-407, 467 #35, 539 #42, 649 #43, 702, 703 <i>Hands-On Algebra</i> 220, 224</p> <p>Teacher Wraparound Edition: 5MC 238; EC 223, 229; HOA 220, 225; ICE 220-221, 225-227; MTL 224</p>
9-10.3.6. Calculate probabilities of compound events using addition and multiplication rules	<p>Student Edition: 224-229, 232, 233, 242 #24, 243, 279 #24, 280-281, 315, 333 #7, 467 #35, 539 #42, 649 #43, 702, 703 <i>Hands-On Algebra</i> 224</p> <p>Teacher Wraparound Edition: EA 228; EC 223, 229; HOA 224; ICE 225-227; MTL 224; OEA 229; RA 227; TT 225, 226, 227</p>
STATISTICAL METHODS	
9-10.3.7. Calculate measures of central tendency and spread; i.e., mean, median, mode, range, and quartiles	<p>Student Edition: 104-109, 116, 127 #49, 133, 134 #57, 135 #13, 281 #10, 697, 725 #3 <i>Graphing Calculator Exploration</i> 105</p> <p>Teacher Wraparound Edition: 5MC 112; EA 107; EC 109; FA 108; GCE 105; ICE 105-106; MTL 104; OEA 109; RA 107; TT 105, 106</p>
9-10.3.8. Discuss relationships among measures of central tendency and spread; i.e., mean, median, mode, range, and quartiles	<p>Student Edition: 104-109, 116, 133, 135 #13, 281 #10, 697 <i>Graphing Calculator Exploration</i> 105</p> <p>Teacher Wraparound Edition: 5MC 112; EA 107; EC 109; FA 108; GCE 105; ICE 105-106; MTL 104; OEA 109; RA 107; TT 105, 106</p>
PREDICTIONS, DATA ANALYSIS, AND INFERENCES	
9-10.3.9. Select two points and approximate an equation for the line of best fit (if appropriate) for a set of data	<p>Student Edition: 303, 308-309 <i>Chapter 7 Investigation</i> 308-309</p> <p>Teacher Wraparound Edition: A 309; MTL 308; TT 309; WAC 309; WIP 309</p>

STANDARDS	PAGE REFERENCES
9-10.3.10. Identify the trend of a set of data and estimate the strength of the correlation between two variables; e.g., strong vs. weak, positive vs. negative	Student Edition: 38-43, 47 #20, 302-307, 308-309, 321 #32, 329, 330, 331 #12, 623 #46, 693, 706 <i>Chapter 7 Investigation</i> 308-309 Teacher Wraparound Edition: 5MC 310; EC 43, 307; ICE 39, 303-304; MTL 38, 303; RA 304; TT 303, 309
Standard 4: Measurement	
Standard 4: Students use concepts and tools of measurement to describe and quantify the world.	
Benchmark Expectations	
MEASURABLE ATTRIBUTES, MEASUREMENT SYSTEMS AND UNITS	
9-10.4.1. Select appropriate units and scales for problem situations involving measurement	Student Edition: 164 #39, 190-193, 194-197, 203, 231, 233, 352-356, 734 <i>Hands-On Algebra</i> 194 Teacher Wraparound Edition: 5MC 198; HOA 195; ICE 190-191, 195; TT 190, 192, 195
9-10.4.2. Describe the effects of scalar change on the area and volume of a figure; e.g., the effect of doubling one or more edges of a solid on its surface area and volume	Student Edition: 338-339, 410-411, 597 #5, 749 #6 <i>Chapter 9 Investigation</i> 410-411 <i>Hands-On Algebra</i> 338-339 Teacher Wraparound Edition: GCE 338; MTL 410; TT 411
9-10.4.3. Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long	Student Edition: 352-356, 744 #16
9-10.4.4. Given a conversion factor, convert between standard and metric measurements	Student Edition: 49 #10, 164 #39, 190-193, 203 #46-#47, 217 #42-#43, 233 #13, 344 #15, 352-356, 744 #16 Teacher Wraparound Edition: ICE 190; TT 190, 192
MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS	
9-10.4.5. Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations	Student Edition: 352-353, 375 Teacher Wraparound Edition: 5MC 357; ICE 353-354; MTL 352

STANDARDS	PAGE REFERENCES
9-10.4.6. Employ estimation techniques to evaluate reasonableness of results in measurement situations	Student Edition: 24-29, 48, 85 #44, 224, 289, 340 #43, 362-365, 371, 376, 377, 387, 468-473, 480, 484-485, 580-581, 600-605, 607-611, 619 #49, 623, 673 #50, 709, 720, 757 <i>Hands-On Algebra</i> 224, 362 Teacher Wraparound Edition: HOA 224, 363; ICE 607-608
9-10.4.7. Use unit analysis to track units during computations	Student Edition: 190-192, 203 #46-#47, 217 #42-#43, 233 #13, 352-356, 734, 741-742 Teacher Wraparound Edition: ICE 190
9-10.4.8. Given a formula list, compute the area of a regular polygon	Student Edition: 338-339, 345 #48, 360, 361, 366, 371 #36, 394-395, 401-403, 405-407, 409, 434-435, 463, 654 #31 <i>Graphing Calculator Exploration</i> 338-339 <i>Hands-On Algebra</i> 434-435, 440 Teacher Wraparound Edition: GCE 338; HOA 435, 441; ICE 21
9-10.4.9. Given a formula list, compute the surface area and volume of a right prism, right cylinder, right pyramid, right cone, and sphere	Student Edition: 15, 25, 27 #2, 85 #56, 387 #56, 402-403, 439 #50, 442-444, 463 #48, 477 #33, 654 #30, 678 #39, 736 #13, 749 #6, 748 #18-#20, 758 <i>Hands-On Algebra</i> 25 Teacher Wraparound Edition: 5MC 19 #5, 405 #5, 445 #5; HOA 25
9-10.4.10. Apply indirect measurement techniques to solve problems involving irregular shapes or inaccessible objects; e.g., calculate the distance across a lake, triangulate an irregular region to find its approximate area	Student Edition: 18 #26, 194-197, 231, 365 #37, 370-371, 701, 726, 749 #7-#8 Teacher Wraparound Edition: 5MC 198; EC 197; ICE 195

STANDARDS	PAGE REFERENCES
Standard 5: Algebra, Functions and Patterns	
Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.	
Benchmark Expectations	
PATTERNS, RELATIONS, AND FUNCTIONS	
9-10.5.1. Given the explicit and/or the recursive definition of a sequence, generate a specific term (explicit formula only) or a specified number of terms	Student Edition: 110-111, 315 #40, 377 #25, 494-495, 743 #5, 748 #4 <i>Chapter 3 Investigation</i> 110-111 <i>Chapter 11 Investigation</i> 494-495 Teacher Wraparound Edition: MTL 110, 494; TT 111, 495
9-10.5.2. Express relations and functions using a variety of representations; i.e., numeric, graphic, symbolic, and verbal	Student Edition: 238-243, 244-249, 250-255, 256-261, 262-263, 264-269, 276-277, 279, 454-455, 458-463, 464-467, 468-473, 489-493 <i>Chapter 6 Investigation</i> 262-263 <i>Graphing Calculator Investigation</i> 491 <i>Hands-On Algebra</i> 489 Teacher Wraparound Edition: GCE 491; HOA 490; ICE 239, 245-246, 251-253, 459-460, 469, 490-491
9-10.5.3. Determine whether a relation is a function by examining various representations of the relation; e.g., table, graph, equation, set of ordered pairs	Student Edition: 256-261, 262-263, 277, 279, 289 #32-#33, 314 #2, 704 <i>Chapter 6 Investigation</i> 262-263 <i>Reading Algebra</i> 257 Teacher Wraparound Edition: 5MC 264; EA 259; FA 258; ICE 256-259; MTL 256; TT 257, 258
9-10.5.4. Perform the operations of addition, subtraction, multiplication, and division on algebraic functions; e.g., given $f(x) = 2x$ and $g(x) = 5x - 7$, find $f(x) + g(x)$	Student Edition: 261, 388-393, 394-398, 399-404, 405-409, 413-414, 415, 650-655 <i>Hands-On Algebra</i> 388-389, 400 Teacher Wraparound Edition: 5MC 394, 399, 405; EC 261; HOA 389, 400; ICE 389-391, 394-396, 400-402, 406-407, 651-653

STANDARDS	PAGE REFERENCES
9-10.5.5. Identify the independent variable, dependent variable, domain, and range of a function	<p>Student Edition: 238-243, 244-249, 255, 256-259, 276-278, 279, 289, 295, 301, 302-307, 308-309, 371 #47, 537-538, 649 #53 <i>Chapter 7 Investigation</i> 308-309</p> <p>Teacher Wraparound Edition: 5MC 244, 250; EA 241, 247; EC 243, 249; ICE 239-241, 245-247, 304, 537; MTL 238, 250; TT 246</p>
9-10.5.6. Draw graphs of linear and quadratic functions using paper and pencil, labeling key features; e.g., graph a line and label its x-intercept and y-intercept, graph a parabola and label its vertex and one point on each side of the vertex	<p>Student Edition: 250-255, 264-269, 310-315, 316-321, 322-327, 329, 331, 458-463, 464-467, 468-473, 497, 499 <i>Graphing Calculator Exploration</i> 317, 471</p> <p>Teacher Wraparound Edition: 5MC 256, 270, 316, 322, 464, 468; GCE 317; ICE 251-253, 265-267, 311-313, 317-318, 459-460, 464-465; 469</p>
NUMERIC AND ALGEBRAIC REPRESENTATIONS	
9-10.5.7. Use algebraic expressions, equations, or inequalities involving one or two variables to represent relationships (e.g., given a verbal statement, write an equivalent algebraic expression or equation) found in various contexts (e.g., time and distance problems, mixture problems)	<p>Student Edition: 4-7, 24-29, 44, 47, 49 #5, 190-193, 194-197, 198-203, 204-209, 212-217, 231, 290-295, 296-301, 322-327, 329-330, 331 <i>Graphing Calculator Exploration</i> 26 <i>Hands-On Algebra</i> 25, 194</p> <p>Teacher Wraparound Edition: GCE 26; HOA 25, 195; ICE 5-6, 195, 199-200, 205-207, 291-292, 297-298, 323-325</p>
9-10.5.8. Manipulate algebraic expressions and equations using properties of real numbers; e.g., simplify, factor	<p>Student Edition: 117-121, 122-127, 128-131, 133-134, 135, 160-164, 165-170, 171-175, 176-179, 181-182, 388-393, 394-398, 399-404, 405-409, 413-414, 415, 428-433, 434-439, 440-444, 445-449, 451-452, 453 <i>Graphing Calculator Exploration</i> 167 <i>Hands-On Algebra</i> 388-389, 428, 440</p> <p>Teacher Wraparound Edition: GCE 167; HOA 389, 429, 441</p>

STANDARDS	PAGE REFERENCES
9-10.5.9. Solve linear equations and inequalities, systems of two linear equations or inequalities, and quadratic equations having rational solutions; e.g., factoring, quadratic formula	Student Edition: 160-164, 165-170, 171-175, 176-179, 181-182, 183, 468-473, 474-477, 478-482, 483-487, 497-498, 499, 550-553, 554-559, 560-565, 567-571, 572-577, 578-579, 586-590, 634 <i>Chapter 13 Investigation</i> 578-579 <i>Graphing Calculator Exploration</i> 167, 551 <i>Hands-On Algebra</i> 478-479, 560 Teacher Wraparound Edition: GCE 167, 551; HOA 479, 561
9-10.5.10. Solve a literal equation for a specified variable; e.g., solve $I = prt$ for r , or solve $7n + p = t$ for n	Student Edition: 117-121, 122-127, 128-131, 160-164, 165-170, 171-175, 181-182, 188-193, 198-203, 204-209, 212-217, 296-301 Teacher Wraparound Edition: 5MC 122, 128, 165, 171, 176, 302; CTBQ 135; EC 127; ICE 118, 123-125, 128-130, 161-162, 165-166, 171-172, 177, 297-298
MATHEMATICAL MODELING	
9-10.5.11. Use essential quantitative relationships in a situation to determine whether the relationship can be modeled by a linear function; e.g., simple interest is linear, compound interest is not linear	Student Edition: 218, 250-255, 264-269, 270-275, 277-278, 279, 289 #30, 704, 705 <i>Math in the Workplace</i> 218 Teacher Wraparound Edition: 5MC 256, 270; ICE 251-253, 265-267, 271-273; OEA 255; TT 251
9-10.5.12. Graphically represent the solution or solutions to an equation, inequality, or system	Student Edition: 130-131, 409 #43, 468-473, 504-508, 509-513, 524-529, 530-534, 535-539, 542-544, 545, 550-553, 554-559, 580-585, 586-590, 592-594, 595 <i>Graphing Calculator Exploration</i> 471, 551 Teacher Wraparound Edition: GCE 470, 551; ICE 469-470, 474, 505-506, 510, 525-526, 531-532, 536-537, 550-552, 555-557, 581-583, 587
9-10.5.13. Interpret a graphical representation of a real-world situation	Student Edition: 218, 253-255, 265-269, 272, 292, 295, 299-300, 302-307, 468-473, 735 #7, 748 #3, 755, 757, 759, 761 <i>Graphing Calculator Exploration</i> 272 <i>Math in the Workplace</i> 218 Teacher Wraparound Edition: GCE 272; ICE 265-266, 298, 303-304, 469

STANDARDS	PAGE REFERENCES
9-10.5.14. Draw conclusions about a situation being modeled	<p>Student Edition: 4-7, 8-13, 24-29, 32-37, 218, 290-295, 296-301, 310-315, 754, 755, 756, 757, 758, 759, 760, 761 <i>Math in the Workplace</i> 218</p> <p>Teacher Wraparound Edition: 5MC 8, 14, 296, 302; EC 7; ICE 5-6, 9-10, 25-26, 33-34, 291-292, 297-298; MTL 4; OEA 13, 18; TT 8</p>
RATES OF CHANGE	
9-10.5.15. Approximate and interpret rates of change from graphical and numerical data	<p>Student Edition: 218, 284-289, 290-295, 296-301, 328-329, 331, 606-610; 759, 761 <i>Hands-On Algebra</i> 606 <i>Math in the Workplace</i> 218</p> <p>Teacher Wraparound Edition: 5MC 290, 296, 302; HOA 607; ICE 285-286, 291-292, 297-298; MTL 284; TT 286, 287</p>