

<b>Glencoe Algebra II (2003)</b>	
<b>MARYLAND BRIDGE GOALS</b>	
<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>GOAL 1: INTEGRATION INTO BROADER KNOWLEDGE</b> <b>The student will develop, analyze, communicate, and apply models to real-world situations, using the language of mathematics and appropriate technology.</b>	
<b>1.1 Expectation: The student will model and interpret real-world situations, using the language of mathematics and appropriate technology.</b>	
<b>Indicators:</b>	SE: Chapter 1; pp. 20 – 46 Chapter 2; pp. 56 - 99
1.1.1 The students will determine and interpret a linear function when given a graph, table of values, essential characteristics of the function, or a verbal description of a real-world situation.	
1.1.2 The student will determine and interpret a quadratic function when given a graph, table of values, essential characteristics of the function, or a verbal description of a real-world situation.	SE: Chapter 6; pp. 286 – 335 Modeling Real World Data p. 300 Family of Parabolas pp. 320-321
1.1.3 The student will determine and interpret an exponential function when given a graph, table of values, essential characteristics of the function, or a verbal description of a real-world situation.	SE: Chapter 10; pp. 522 – 565 Modeling Real World Data Curve Fitting pp. 539-540 Solving Exponential and Logarithmic Equations and Inequalities pp. 552-553
<b>1.2 Expectation: Given an appropriate real-world situation, the students will chose an appropriate linear, quadratic, or exponential model and apply that model to solve the problem.</b>	
	SE: 28, 81 – 87, 103, 159, 300, 359, 539 – 40, 739
<b>1.3 Expectation: The student will communicate the mathematical results in a meaningful manner.</b>	
<b>Indicators:</b>	SE: 53, 107, 151, 217, 343, 407, 469, 519, 573, 629, 695, 759, 811
1.3.1 The student will describe the reasoning and processes used in order to reach the solution to a problem.	
1.3.2 The student will ascribe a meaning to the solution in the context of the problem and consider the reasonableness of the solution.	SE: Writing in Math in every set of exercises in the chapter. Critical Thinking in every set of exercises in the chapter.

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<b>GOAL 2: MATHEMATICAL CONCEPTS, LANGUAGE, AND SKILLS</b>	
<b>2.1 Expectation: The student will be familiar with basic terminology and notation of functions.</b>	
<b>Indicators:</b>	SE: Chapter 7; pp. 344 – 407
2.1.1 The student will identify and use alternative representations of functions.	
2.1.2 The student will identify the domain, range, or rule of a function.	SE: 56–8, 61, 65 67, 70, 89–95, 99–101, 104, 181, 397-8, 416, 485-490, 523, 527-8, 530, 830-1, 844, 849
<b>2.2 Expectation: The student will perform a variety of operations and geometrical transformations on functions</b>	
<b>Indicators:</b>	SE: 383 – 389
2.2.1 The student will add, subtract, multiply, and divide functions.	
2.2.2 The student will find the composition of two functions and determine algebraically and graphically if two functions are inverses.	SE: 384-6, 390–4, 530-2
2.2.3 The student will perform translations, reflections, and dilations on functions.	SE: 175–181, 211, 769-776
<b>2.3 Expectation: The student will identify linear and nonlinear functions expressed numerically, algebraically, and graphically.</b>	
	SE: 286, 320-321, 485-491, 499-504, 523-530, 762-776
<b>2.4 Expectation: The student will describe or graph notable features of a function using standard mathematical terminology and appropriate technology.</b>	
	SE: Linear: pp. 63–95 Quadratic: pp. 286-293, 320-335 Exponential: pp. 523-539
<b>2.5 Expectation: The student will use numerical, algebraic, and graphical representations of functions in order to solve equations and inequalities.</b>	
	SE: Equations 20-27, 48-49, 153, 155-157, 174, 202, 535-536, 538, 543-544, 546, 549-550, 557-559, 565, 568-570, 577, 582, 604, 621, 637, 643, 657, 708, 746-747, 768, 828-829, 839, 849-850, 862 Inequalities 33-39, 49-50, 62, 67, 74, 80, 352, 358, 521, 533-536, 538, 546, 549-550, 557-559, 565, 568-570, 604, 643, 829, 839, 849-850, 862

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<b>2.6</b> <i>Expectation: The student will solve algebraically two-variable systems of linear equations and solve graphically two-variable systems of linear inequalities.</i>	SE: Equations: 110-115, 116-122, 145-148, 153, 166, 188, 194, 203, 205-206, 214, 657, 724, 832 Inequalities: 123-127, 135, 144, 147, 158, 484, 833, 847
<b>2.7</b> <i>Expectation: The student will use the appropriate skills to assist in the analysis of functions.</i>	SE: 472-475, 480, 513- 514
<b>Indicators:</b>	
2.7.1 The student will add, subtract, multiply, and divide simple rational expressions.	SE: 301-305, 338, 345, 370, 460, 840-841
2.7.2 The student will solve quadratic equations of the form $y = x^2 + bx + c$ by factoring and the quadratic formula.	SE: 257-262, 361-362, 838
2.7.3 The student will operate with rational exponents.	SE: 245-269, 531-538
2.7.4 The student will add, subtract, multiply, and divide radicals in both radical and exponent form.	
<b>2.8</b> <i>Expectation: The student will solve literal equations and formulas.</i>	SE: 11-18, 20-27, 239-244, 567, 781