

North Carolina Math 1



Program Overview

This program was developed and reviewed by experienced math educators who have both academic and professional backgrounds in mathematics. This ensures: freedom from mathematical errors, grade level appropriateness, freedom from bias, and freedom from unnecessary language complexity.

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PROGRAM OVERVIEW

Contents of Program Overview

Table of Contents for Instructional Units.....	v
Introduction to the Program	1
Unit Structure.....	4
Standards Correlations	8

PROGRAM OVERVIEW

Table of Contents for Instructional Units

Unit 1: Introduction to Functions and Equations

Unit 1 Resources	v
Lesson 1.1: Identifying Terms, Factors, and Coefficients (A–SSE.1a*)	U1-1
Lesson 1.2: Creating Linear Equations in One Variable (A–CED.1*)	U1-22
Lesson 1.3: Rearranging Formulas (A–CED.4*)	U1-53
Lesson 1.4: Properties of Equality (A–REI.1)	U1-72
Lesson 1.5: Solving Linear Equations (A–REI.3)	U1-98
Lesson 1.6: Solving Linear Inequalities (A–REI.3)	U1-122
Lesson 1.7: Creating Linear Inequalities in One Variable (A–CED.1*)	U1-142
Lesson 1.8: Domain and Range (F–IF.1)	U1-167
Lesson 1.9: Function Notation and Evaluating Functions (F–IF.2)	U1-199
Lesson 1.10: Identifying Key Features of Linear and Exponential Graphs (F–IF.4*, F–IF.5*)	U1-224
Answer Key	U1-259
Conceptual Tasks	
A Wing of a Deal (A–CED.1*, N–Q.2*, N–Q.3*)	U1-269
Infectious Dilemma (F–IF.4*)	U1-274
Station Activities	
Set 1: Ratios and Proportions (A–CED.1*)	U1-279
Set 2: Solving Inequalities (A–CED.1*)	U1-292
Set 3: Solving Equations (A–CED.1*)	U1-303
Mid-Unit Assessment and Answer Key	MA-1
End-of-Unit Assessment and Answer Key	EA-1

PROGRAM OVERVIEW

Table of Contents for Instructional Units

Unit 2: Linear Functions

Unit 2 Resources	v
Lesson 2.1: Parts of Expressions (A–SSE.1a*)	U2-1
Lesson 2.2: Interpreting Linear Expressions (A–SSE.1b*)	U2-2
Lesson 2.3: Connecting Graphs and Equations of Linear Functions (F–IF.6*)	U2-24
Lesson 2.4: Finding the Slope or Rate of Change of Linear Functions (F–IF.6*)	U2-48
Lesson 2.5: Calculate and Interpret the Average Rate of Change (F–IF.6*)	U2-75
Lesson 2.6: Interpreting Parameters (F–LE.5*)	U2-98
Lesson 2.7: Graphing the Set of All Solutions (A–REI.10)	U2-120
Lesson 2.8: Graphing Linear Equations in Two Variables (A–CED.2*)	U2-150
Lesson 2.9: Solving Linear Inequalities in Two Variables (A–REI.12)	U2-196
Lesson 2.10: Key Features of Linear Functions (F–IF.4*)	U2-231
Lesson 2.11: Graphing Linear Functions (F–IF.7*)	U2-254
Lesson 2.12: Comparing Linear Functions (F–IF.9)	U2-285
Lesson 2.13: Building Functions from Context (F–BF.1a*)	U2-320
Lesson 2.14: Arithmetic Sequences (F–BF.2*)	U2-348
Answer Key	U2-367
Conceptual Tasks	
Weighing Job Offers (A–CED.2*)	U2-397
Book Cover Hustle (A–REI.12)	U2-402
Jumping Jamal (F–BF.1a*)	U2-406
Station Activities	
Set 1: Comparing Linear Models (A–CED.2*, A–REI.10, F–IF.7*)	U2-411
Set 2: Relations Versus Functions/Domain and Range (F–BF.1a*, F–IF.1, F–IF.2)	U2-424
Mid-Unit Assessment and Answer Key	MA-1
End-of-Unit Assessment and Answer Key	EA-1

PROGRAM OVERVIEW

Table of Contents for Instructional Units

Unit 3: Modeling with Linear Functions

Unit 3 Resources	<i>v</i>
Lesson 3.1: Solving Problems Given Functions Fitted to Data (S-ID.6a*)	U3-1
Lesson 3.2: Calculating and Interpreting the Correlation Coefficient (S-ID.8*)	U3-32
Lesson 3.3: Analyzing the Slope and y -intercept of Linear Graphs from Data (S-ID.7*)	U3-61
Lesson 3.4: Analyzing Residuals (S-ID.6b*)	U3-97
Lesson 3.5: Distinguishing Between Correlation and Causation (S-ID.9*)	U3-132
Answer Key	U3-167
Conceptual Tasks	
Time to Print in 3D (S-ID.6a*)	U3-181
Smartphone Surge (S-ID.7*)	U3-187
Station Activity	
Set 1: Line of Best Fit (S-ID.6a*, S-ID.6b*, S-ID.7*)	U3-193
Mid-Unit Assessment and Answer Key	MA-1
End-of-Unit Assessment and Answer Key	EA-1

Unit 4: Connecting Algebra and Geometry on the Coordinate Plane

Unit 4 Resources	<i>v</i>
Lesson 4.1: Working with Parallel and Perpendicular Lines (G-GPE.5)	U4-1
Lesson 4.2: Finding Midpoints and Endpoints of Line Segments (G-GPE.6)	U4-28
Lesson 4.3: Calculating Perimeter and Area (G-GPE.4)	U4-49
Lesson 4.4: Using Coordinates to Prove Geometric Theorems with Slope and Distance (G-GPE.4, G-GPE.5)	U4-89
Answer Key	U4-127
Conceptual Task	
The Town Square (G-GPE.5)	U4-135

PROGRAM OVERVIEW

Table of Contents for Instructional Units

Station Activities

Set 1: Parallel Lines, Slopes, and Equations (G–GPE.4, G–GPE.5)	U4-139
Set 2: Perpendicular Lines (G–GPE.4, G–GPE.5)	U4-149
Set 3: Coordinate Proof with Quadrilaterals (G–GPE.4, G–GPE.5)	U4-161

Mid-Unit Assessment and Answer Key	MA-1
---	------

End-of-Unit Assessment and Answer Key	EA-1
--	------

Unit 5: Systems of Equations and Inequalities

Unit 5 Resources	v
-------------------------------	---

Lesson 5.1: Intersecting Graphs (A–REI.11*)	U5-1
Lesson 5.2: Representing Constraints (A–CED.3*)	U5-38
Lesson 5.3: Solving Systems of Linear Inequalities (A–REI.12)	U5-64
Lesson 5.4: Solving Systems of Linear Equations by Graphing (A–REI.5, A–REI.6)	U5-100
Lesson 5.5: Solving Systems of Linear Equations by Substitution and Elimination (A–REI.5)	U5-131

Answer Key	U5-163
-------------------------	--------

Conceptual Task

All or Nothing (A–REI.5, A–REI.6)	U5-181
---	--------

Station Activities

Set 1: Solving Systems by Substitution and Elimination (A–REI.5)	U5-187
Set 2: Solving Systems by Graphing (A–REI.6)	U5-197
Set 3: Using Systems in Applications (A–CED.3*, A–REI.5, A–REI.6)	U5-208

Mid-Unit Assessment and Answer Key	MA-1
---	------

End-of-Unit Assessment and Answer Key	EA-1
--	------

PROGRAM OVERVIEW

Table of Contents for Instructional Units

Unit 6: Exponential Functions

Unit 6 Resources	v
Lesson 6.1: Creating Exponential Equations (A–CED.1*)	U6-1
Lesson 6.2: Graphing Exponential Equations in Context (F–IF.4*, F–IF.5*)	U6-30
Lesson 6.3: Exponential Rate of Change (F–IF.6*)	U6-54
Lesson 6.4: Interpreting Linear and Exponential Functions (A–SSE.1a*, A–SSE.1b*)	U6-80
Lesson 6.5: Creating and Graphing Exponential Equations (A–CED.2*)	U6-102
Lesson 6.6: Graphing Exponential Functions (F–IF.7*)	U6-131
Lesson 6.7: Analyzing Exponential Functions (F–IF.7*)	U6-163
Lesson 6.8: Comparing Exponential Functions (F–IF.9)	U6-186
Lesson 6.9: Building Functions Including Parameters (F–BF.1a*, F–LE.5*)	U6-225
Lesson 6.10: Domain and Range of Exponential Functions (F–IF.2)	U6-254
Lesson 6.11: Geometric Sequences (F–BF.2*)	U6-275
Lesson 6.12: Fitting Exponential Functions to Data (S–ID.6c*)	U6-296
Lesson 6.13: Comparing Linear to Exponential Functions (F–LE.3*)	U6-322
Lesson 6.14: Applying the Properties of Integer Exponents (N–RN.2)	U6-350
Lesson 6.15: Solving Exponential Equations (A–REI.1)	U6-366
Answer Key	U6-391
Conceptual Tasks	
Sanjay’s Salary (F–BF.1a*, F–LE.5*)	U6-413
Saving for a Boat (F–LE.3*)	U6-418
Station Activities	
Set 1: Comparing Exponential Models (F–IF.7*)	U6-427
Set 2: Interpreting Exponential Functions (F–IF.2, F–IF.7*)	U6-443
Mid-Unit Assessment and Answer Key	MA-1
End-of-Unit Assessment and Answer Key	EA-1

PROGRAM OVERVIEW

Table of Contents for Instructional Units

Unit 7: Polynomial Operations and Quadratic Functions

Unit 7 Resources	v
Lesson 7.1: Adding and Subtracting Polynomials (A–APR.1)	U7-1
Lesson 7.2: Multiplying Polynomials (A–APR.1)	U7-19
Lesson 7.3: Factoring Expressions by the Greatest Common Factor (A–SSE.3*)	U7-36
Lesson 7.4: Factoring Expressions with $a = 1$ (A–SSE.3*)	U7-55
Lesson 7.5: Factoring Expressions with $a > 1$ (A–SSE.3*)	U7-79
Lesson 7.6: Zero Product Property (A–CED.1*, A–REI.4)	U7-104
Lesson 7.7: Taking the Square Root of Both Sides (A–CED.1*, A–REI.4)	U7-105
Lesson 7.8: Solving Quadratic Equations by Factoring (A–SSE.3*, A–CED.1*, A–REI.4)	U7-126
Lesson 7.9: Interpreting Various Forms of Quadratic Functions (F–IF.7*, F–IF.8a)	U7-146
Lesson 7.10: Identifying the Average Rate of Change (F–IF.6*)	U7-174
Lesson 7.11: Creating and Graphing Equations	
Using Standard Form (A–APR.3, A–SSE.1*)	U7-200
Lesson 7.12: Creating and Graphing Equations	
Using the x -intercepts (A–SSE.3*, A–CED.2*)	U7-232
Lesson 7.13: Comparing Models (F–IF.9)	U7-254
 Answer Key	 U7-279
 Conceptual Tasks	
Pondering Patterns (F–IF.9)	U7-293
Solution Squabble (A–CED.1*, A–REI.4)	U7-300
 Station Activities	
Set 1: Graphing Quadratic Equations (F–IF.7*)	U7-305
 Mid-Unit Assessment and Answer Key	 MA-1
 End-of-Unit Assessment and Answer Key	 EA-1

PROGRAM OVERVIEW

Table of Contents for Instructional Units

Unit 8: Statistics

Unit 8 Resources	v
Lesson 8.1: Representing Data Sets (S-ID.1*)	U8-1
Lesson 8.2: Comparing Data Sets (S-ID.2*)	U8-43
Lesson 8.3: Interpreting Data Sets (S-ID.3*)	U8-78
Answer Key	U8-107
Conceptual Task	
What Does the Real Data Show? (S-ID.3*)	U8-113
Station Activity	
Set 1: Displaying and Interpreting Data (S-ID.1*, S-ID.2*, S-ID.3*)	U8-117
Mid-Unit Assessment and Answer Key	MA-1
End-of-Unit Assessment and Answer Key	EA-1

PROGRAM OVERVIEW

Introduction to the Program

Introduction

The *North Carolina Math 1 Teacher Resource* is a complete set of materials developed around the North Carolina Standard Course of Study (NCSCOS) for Mathematics. Topics are built around accessible core curricula, ensuring that the *North Carolina Math 1 Teacher Resource* is useful for striving students and diverse classrooms.

This program realizes the benefits of exploratory and investigative learning and employs a variety of instructional models to meet the learning needs of students with a range of abilities.

The *North Carolina Math 1 Teacher Resource* includes components that support problem-based learning, instruct and coach as needed, provide practice, and assess students' skills. Instructional tools and strategies are embedded throughout.

The program includes:

- More than 150 hours of lessons
- Essential Questions for each instructional topic
- Vocabulary
- Instruction and Guided Practice
- Problem-based Tasks and Coaching questions
- Step-by-step graphing calculator instructions for the TI-Nspire and the TI-83/84
- Station activities to promote collaborative learning and problem-solving skills

Purpose of Materials

The *North Carolina Math 1 Teacher Resource* has been organized to coordinate with the North Carolina Math 1 content map and specifications from the NCSCOS. Each lesson includes activities that offer opportunities for exploration and investigation. These activities incorporate concept and skill development and guided practice, then move on to the application of new skills and concepts in problem-solving situations. Throughout the lessons and activities, problems are contextualized to enhance rigor and relevance.

PROGRAM OVERVIEW

Introduction to the Program

This program includes all the topics addressed in the North Carolina Math 1 content map. These include:

- Introduction to Functions and Equations
- Linear Functions
- Modeling with Linear Functions
- Connecting Algebra and Geometry on the Coordinate Plane
- Systems of Equations and Inequalities
- Exponential Functions
- Polynomial Operations and Quadratic Functions
- Statistics

The eight Standards for Mathematical Practice are infused throughout:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Structure of the Teacher Resource

The *North Carolina Math 1 Teacher Resource* materials are completely reproducible. The Program Overview is the first section. This section helps you to navigate the materials, offers a collection of research-based Instructional Strategies along with their literacy connections and implementation suggestions, and shows the correlation between the NCSCOS for Mathematics and the district-specific content map and course requirements.

The remaining materials focus on content, knowledge, and application of the eight units in the North Carolina Math 1 custom program: Introduction to Functions and Equations, Linear Functions,

PROGRAM OVERVIEW

Introduction to the Program

Modeling with Linear Functions, Connecting Algebra and Geometry on the Coordinate Plane, Systems of Equations and Inequalities, Exponential Functions, Polynomial Operations and Quadratic Functions, and Statistics. The units in this program are designed to be flexible so that you can mix and match activities as the needs of your students and your instructional style dictate.

The Station Activities correspond to the content in the units and provide students with the opportunity to apply concepts and skills, while you have a chance to circulate, observe, speak to individuals and small groups, and informally assess and plan.

Each unit includes a mid-unit assessment and an end-of-unit assessment. These enable you to gauge how well students have understood the material as you move from lesson to lesson and to differentiate as appropriate.

Glossary

The Glossary contains vocabulary terms and formulas from throughout the program, organized alphabetically by units. Each listing provides the term and the definition in both English and Spanish.

PROGRAM OVERVIEW

Unit Structure

All of the instructional units have common features. Each unit begins with a list of all the standards addressed in the lessons; Essential Questions; vocabulary (titled “Words to Know”); a list of recommended websites to be used as additional resources, and one or more conceptual activities.

Each lesson begins with a warm-up, followed by a list of identified prerequisite skills that students need to have mastered in order to be successful with the new material in the upcoming lesson. This is followed by an introduction, key concepts, common errors/misconceptions, guided practice examples, a problem-based task with coaching questions and sample responses, a closure activity, and practice. Each unit includes a Mid-Unit Assessment and an End-of-Unit Assessment to evaluate students’ learning.

All of the components are described below and on the following pages for your reference.

North Carolina Standard Course of Study for the Unit

All standards that are addressed in the entire unit are listed.

Essential Questions

These are intended to guide students’ thinking as they proceed through the unit. By the end of each unit, students should be able to respond to the questions.

Words to Know

A list of vocabulary terms that appear in the unit are provided as background information for instruction or to review key concepts that are addressed in the lesson. Each term is followed by a numerical reference to the lesson(s) in which the term is defined.

Recommended Resources

This is a list of websites that can be used as additional resources. Some websites are games; others provide additional examples and/or explanations. (*Note:* Links will be monitored and repaired or replaced as necessary.) Each Recommended Resource is also accessible through Walch’s cloud-based Curriculum Engine Learning Object Repository as a separate learning object that can be assigned to students.

Conceptual Activities

Conceptual understanding serves as the foundation on which to build deeper understanding of mathematics. In an effort to build conceptual understanding of mathematical ideas and to provide more than procedural fluency and application, links to interactive open education and Desmos resources are included. (*Note:* These website links will be monitored and repaired or replaced as necessary.) These and many other open educational resources (OERs) are also accessible through the Learning Object Repository as separate objects that can be assigned to students.

PROGRAM OVERVIEW

Unit Structure

Warm-Up

Each warm-up takes approximately 5 minutes and addresses either prerequisite and critical-thinking skills or previously taught math concepts.

Warm-Up Debrief

Each debrief provides the answers to the warm-up questions, and offers suggestions for situations in which students might have difficulties. A section titled Connection to the Lesson is also included in the debrief to help answer students' questions about the relevance of the particular warm-up activity to the upcoming instruction. Warm-Ups with debriefs are also provided in PowerPoint presentations.

Identified Prerequisite Skills

This list cites the skills necessary to be successful with the new material.

Introduction

This brief paragraph gives a description of the concepts about to be presented and often contains some Words to Know.

Key Concepts

Provided in bulleted form, this instruction highlights the important ideas and/or processes for meeting the standard.

Graphing Calculator Directions

Step-by-step instructions for using a TI-Nspire and a TI-83/84 are provided whenever graphing calculators are referenced.

Common Errors/Misconceptions

This is a list of the common errors students make when applying Key Concepts. This list suggests what to watch for when students arrive at an incorrect answer or are struggling with solving the problems.

Scaffolded Practice (Printable Practice)

This set of 10 printable practice problems provides introductory level skill practice for the lesson. This practice set can be used during instruction time.

PROGRAM OVERVIEW

Unit Structure

Guided Practice

This section provides step-by-step examples of applying the Key Concepts. The three to five examples are intended to aid during initial instruction, but are also for individuals needing additional instruction and/or for use during review and test preparation.

Enhanced Instructional PowerPoint (Presentation)

Each lesson includes an instructional PowerPoint presentation with the following components: Warm-Up, Key Concepts, and Guided Practice. Selected Guided Practice examples include GeoGebra applets. These instructional PowerPoints are downloadable and editable.

Problem-Based Task

This activity can serve as the centerpiece of a problem-based lesson, or it can be used to walk students through the application of the standard, prior to traditional instruction or at the end of instruction. The task makes use of critical-thinking skills.

Optional Problem-Based Task Coaching Questions with Sample Responses

These questions scaffold the task and guide students to solving the problem(s) presented in the task. They should be used at the discretion of the teacher for students requiring additional support. The Coaching Questions are followed by answers and suggested appropriate responses to the coaching questions. In some cases answers may vary, but a sample answer is given for each question.

Recommended Closure Activity

Students are given the opportunity to synthesize and reflect on the lesson through a journal entry or discussion of one or more of the Essential Questions.

Problem-Based Task Implementation Guide

This instructional overview, found with selected Problem-Based Tasks in each unit, highlights connections between the task and the lesson's key concepts and SMPs. The Implementation Guide also offers suggestions for facilitating and monitoring, and provides alternative solutions.

Printable Practice (Sets A and B) and Interactive Practice (Set A)

Each lesson includes two sets of practice problems to support students' achievement of the learning objectives. They can be used in any combination of teacher-led instruction, cooperative learning, or independent application of knowledge. Each Practice A is also available as an interactive Learnosity activity with Technology-Enhanced Items.

PROGRAM OVERVIEW

Unit Structure

Answer Key

Answers for all of the Warm-Ups and practice problems are provided at the end of each unit.

Station Activities

Each unit includes a collection of station-based activities to provide students with opportunities to practice, reinforce, and apply mathematical skills and concepts. The debriefing discussions after each set of activities provide an important opportunity to help students reflect on their experiences and synthesize their thinking.

Conceptual Tasks

These engaging tasks provide opportunities for students to deepen their understanding and develop their conceptual knowledge of math concepts. These tasks provide multiple entry points and are accessible for ALL learners.

Mid-Unit and End-of-Unit Assessments

A mid-unit assessment and an end-of-unit assessment offer multiple-choice questions and extended-response questions that incorporate critical thinking and writing components. These can be used to document the extent to which students grasped the concepts and skills of each unit.

PROGRAM OVERVIEW

Standards Correlations

Each lesson in this program was written specifically to address the North Carolina Standard Course of Study (NCSCOS) for Mathematics. Each unit lists the standards covered in all the lessons, and each lesson lists the standards addressed in that particular lesson. In this section, you'll find a comprehensive list mapping the lessons to the NCSCOS.

As you use this program, you will come across a star symbol (★) included with the standards for some of the lessons and activities. This symbol is explained below.

Symbol: ★

Denotes: Modeling Standards

Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★).

From <http://www.walch.com/CCSS/00003>

PROGRAM OVERVIEW

Standards Correlations

Unit 1: Introduction to Functions and Equations			
Lesson	Title	Standard(s)	Pages
1.1	Identifying Terms, Factors, and Coefficients	A–SSE.1a*	U1-1
1.2	Creating Linear Equations in One Variable	A–CED.1*	U1-22
1.3	Rearranging Formulas	A–CED.4*	U1-53
1.4	Properties of Equality	A–REI.1	U1-72
1.5	Solving Linear Equations	A–REI.3	U1-98
1.6	Solving Linear Inequalities	A–REI.3	U1-122
1.7	Creating Linear Inequalities in One Variable	A–CED.1*	U1-142
1.8	Domain and Range	F–IF.1	U1-167
1.9	Function Notation and Evaluating Functions	F–IF.2	U1-199
1.10	Identifying Key Features of Linear and Exponential Graphs	F–IF.4* F–IF.5*	U1-224

Unit 2: Linear Functions			
Lesson	Title	Standard(s)	Pages
2.1	Parts of Expressions	A–SSE.1a*	U2-1
2.2	Interpreting Linear Expressions	A–SSE.1b*	U2-2
2.3	Connecting Graphs and Equations of Linear Functions	F–IF.6*	U2-24
2.4	Finding the Slope or Rate of Change of Linear Functions	F–IF.6*	U2-48
2.5	Calculate and Interpret the Average Rate of Change	F–IF.6*	U2-75
2.6	Interpreting Parameters	F–LE.5*	U2-98
2.7	Graphing the Set of All Solutions	A–REI.10	U2-120
2.8	Graphing Linear Equations in Two Variables	A–CED.2*	U2-150
2.9	Solving Linear Inequalities in Two Variables	A–REI.12	U2-196
2.10	Key Features of Linear Functions	F–IF.4*	U2-231
2.11	Graphing Linear Functions	F–IF.7*	U2-254
2.12	Comparing Linear Functions	F–IF.9	U2-285
2.13	Building Functions from Context	F–BF.1a*	U2-320
2.14	Arithmetic Sequences	F–BF.2*	U2-348

PROGRAM OVERVIEW

Standards Correlations

Unit 3: Modeling with Linear Functions			
Lesson	Title	Standard(s)	Pages
3.1	Solving Problems Given Functions Fitted to Data	S-ID.6a*	U3-1
3.2	Calculating and Interpreting the Correlation Coefficient	S-ID.8*	U3-32
3.3	Analyzing the Slope and y -intercept of Linear Graphs from Data	S-ID.7*	U3-61
3.4	Analyzing Residuals	S-ID.6b*	U3-97
3.5	Distinguishing Between Correlation and Causation	S-ID.9*	U3-132

Unit 4: Connecting Algebra and Geometry on the Coordinate Plane			
Lesson	Title	Standard(s)	Pages
4.1	Working with Parallel and Perpendicular Lines	G-GPE.5	U4-1
4.2	Finding Midpoints and Endpoints of Line Segments	G-GPE.6	U4-28
4.3	Calculating Perimeter and Area	G-GPE.4	U4-49
4.4	Using Coordinates to Prove Geometric Theorems with Slope and Distance	G-GPE.4 G-GPE.5	U4-89

Unit 5: Systems of Equations and Inequalities			
Lesson	Title	Standard(s)	Pages
5.1	Intersecting Graphs	A-REI.11*	U5-1
5.2	Representing Constraints	A-CED.3*	U5-38
5.3	Solving Systems of Linear Inequalities	A-REI.12	U5-64
5.4	Solving Systems of Linear Equations by Graphing	A-REI.5 A-REI.6	U5-100
5.5	Solving Systems of Linear Equations by Substitution and Elimination	A-REI.5	U5-131

PROGRAM OVERVIEW

Standards Correlations

Unit 6: Exponential Functions			
Lesson	Title	Standard(s)	Pages
6.1	Creating Exponential Equations	A–CED.1*	U6-1
6.2	Graphing Exponential Equations in Context	F–IF.4* F–IF.5*	U6-30
6.3	Exponential Rate of Change	F–IF.6*	U6-54
6.4	Interpreting Linear and Exponential Functions	A–SSE.1a* A–SSE.1b*	U6-80
6.5	Creating and Graphing Exponential Equations	A–CED.2*	U6-102
6.6	Graphing Exponential Functions	F–IF.7*	U6-131
6.7	Analyzing Exponential Functions	F–IF.7*	U6-163
6.8	Comparing Exponential Functions	F–IF.9	U6-186
6.9	Building Functions Including Parameters	F–BF.1a* F–LE.5*	U6-225
6.10	Domain and Range of Exponential Functions	F–IF.2	U6-254
6.11	Geometric Sequences	F–BF.2*	U6-275
6.12	Fitting Exponential Functions to Data	S–ID.6c*	U6-296
6.13	Comparing Linear to Exponential Functions	F–LE.3*	U6-322
6.14	Applying the Properties of Integer Exponents	N–RN.2	U6-350
6.15	Solving Exponential Equations	A–REI.1	U6-366

PROGRAM OVERVIEW

Standards Correlations

Unit 7: Polynomial Operations and Quadratic Functions			
Lesson	Title	Standard(s)	Pages
7.1	Adding and Subtracting Polynomials	A-APR.1	U7-1
7.2	Multiplying Polynomials	A-APR.1	U7-19
7.3	Factoring Expressions by the Greatest Common Factor	A-SSE.3*	U7-36
7.4	Factoring Expressions with $a = 1$	A-SSE.3*	U7-55
7.5	Factoring Expressions with $a > 1$	A-SSE.3*	U7-79
7.6	Zero Product Property	A-CED.1* A-REI.4	U7-104
7.7	Taking the Square Root of Both Sides	A-CED.1* A-REI.4	U7-105
7.8	Solving Quadratic Equations by Factoring	A-SSE.3* A-CED.1* A-REI.4	U7-126
7.9	Interpreting Various Forms of Quadratic Functions	F-IF.7* F-IF.8a	U7-146
7.10	Identifying the Average Rate of Change	F-IF.6*	U7-174
7.11	Creating and Graphing Equations Using Standard Form	A-APR.3 A-SSE.1*	U7-200
7.12	Creating and Graphing Equations Using the x -intercepts	A-SSE.3* A-CED.2*	U7-232
7.13	Comparing Models	F-IF.9	U7-254

Unit 8: Statistics			
Lesson	Title	Standard(s)	Pages
8.1	Representing Data Sets	S-ID.1*	U8-1
8.2	Comparing Data Sets	S-ID.2*	U8-43
8.3	Interpreting Data Sets	S-ID.3*	U8-78