

Mathematics – High School Algebra I

<p>Relationships between Quantities and Reasoning with Equations</p>	<p>Linear and Exponential Relationships</p>
<ul style="list-style-type: none"> Solve problems with a wide range of units and solve problems by thinking about units. (e.g., The Trans Alaska Pipeline System is 800 miles long and cost \$8 billion to build. Divide one of these numbers by the other. What is the meaning of the answer? Greenland has a population of 56,700 and a land area of 2,175,600 square kilometers. By what factor is the population density of the United States, 80 persons per square mile, larger than the population density of Greenland?) 	<ul style="list-style-type: none"> Understand contextual relationships of variables and constants. (e.g., Annie is picking apples with her sister. The number of apples in her basket is described by $n = 22t + 12$, where t is the number of minutes Annie spends picking apples. What do the numbers 22 and 12 tell you about Annie's apple picking?)
<p>Descriptive Statistics</p>	<p>Expressions and Equations</p>
<ul style="list-style-type: none"> Use linear regression techniques to describe the relationship between quantities and assess the fit of the model. (e.g., Use the high school and university grades for 250 students to create a model that can be used to predict a student's university GPA based on his high school GPA.) 	<ul style="list-style-type: none"> Interpret algebraic expressions and transforming them purposefully to solve problems. (e.g., In solving a problem about a loan with interest rate r and principal P, seeing the expression $P(1+r)^n$ as a product of P with a factor not depending on P.)
<p>Quadratic Functions and Modeling</p>	
<ul style="list-style-type: none"> Solve real-world and mathematical problems by writing and solving nonlinear equations, such as quadratic equations ($ax^2 + bx + c = 0$). 	