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INSTRUCTIONAL 9-12 Grade  
MATERIALS: *CORD Algebra  
I, Mathematics in Context*  
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SUBJECT: Mathematics, K-12

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COMMENTS:

## APPLIED MATHEMATICS II Instructional Goals and Objectives

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	Goals and Objectives
pp. 10.16-10.20, 10.39-10.54, 10.57-10.59, 11.17-11.33, 11.46-11.47	1. factor polynomials by applying various methods;
pp. 10.4-10.26, 10.32-10.54, 10.56-10.60, 11.17-11.33	2. add, subtract, multiply, and divide polynomials;
pp. 5.18-5.47, 5.49-5.63	3. determine the slope of a line given an equation of the line, the graph of the line, two points on the line, or information that allows two points to be identified. Applications, such as graph interpretation, will be utilized;
pp. 5.3-5.15, 5.17-5.54, 5.56-5.63	4. graph linear equations by identifying and applying an appropriate technique—methods include slope intercept, point-slope, and $x$ and $y$ intercept;
pp. 5.18-5.47, 5.49-5.63	5. write an equation of a line using sufficient given information such as the graph of a line, two points on the line, the slope and a point, or the slope and $y$ -intercept;
pp. 6.4-6.63	6. analyze a given set of data for the existence of a pattern, represent the pattern algebraically and graphically, determine the domain and range, and determine if the relation is a function;
pp. 11.10-11.61	7. solve quadratic equations by graphing, by factoring, and by the quadratic formula;
pp. 8.3-8.59	8. solve systems of linear equations graphically and by multiple algebraic methods, such as elimination and substitution with application;
pp. 10.27-10.31	9. add, subtract, multiply, and divide rational expressions;
pp. 7.4-7.23, 7.58-7.59, 7.61-7.64, 7.66-7.74	10. collect, organize, interpret data, and predict outcomes

## APPLIED MATHEMATICS II

### Instructional Goals and Objectives

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	using the mean, mode, median, range, and standard deviation;
pp. 7.24-7.57, 7.59-7.60, 7.64-7.68, 7.70, 7.72-7.75	11. predict the outcomes of simple events using the rules of probability;
Although the use of spreadsheets is not required in the text, many problems in the text can be easily adapted to being solved with a spreadsheet: see pp. 1.48-1.49, 1.51-1.55, 1.58, 2.37, 4.45, 4.47	12. load and use single spreadsheet template to solve practical problems;
pp. 1.33, 1.50, 5.49-5.52, 5.59, 7.11-7.23, 7.58-7.60	13. use process charts and histograms, run charts, scatter diagrams, and normal distribution curves in order to perform statistical process (quality) control.
	<b>Computer and Technology</b>
pp. 8.41, 11.48-11.49, 11.56	14. use appropriate software to practice and master Applied Mathematics II instructional objectives;
pp. 5.45-5.52, 5.54, 5.59, 5.62-5.63	15. use a graphing calculator to determine the slope of a line, the graph of a line, two points on the line, or identification of those two points;
pp. 5.45-5.52, 5.54, 5.59, 5.62-5.63	16. use a graphing calculator to graph linear equations given slope-intercept, point-slope, and $x$ and $y$ intercept;
pp. 11.12, 11.14-11.15, 11.31	17. use a graphing calculator to solve quadratic equations;
Although the use of graphing software is not required in the text, many problems in the text can be easily adapted: see Chapter 7	18. use graphing software to create graphs, charts, histograms, and tables of given data; to find frequency distribution and standard deviation;
Although the use of graphing software is not required in the text, many problems in the text can be easily adapted: see Chapter 7	19. use graphing software to create process charts and histograms, run charts, scatter diagrams, and distribution curves;
Although the use of spreadsheets is not required in the text, many problems in the text can be easily adapted to being solved with a spreadsheet: see pp. 1.48-1.49, 1.51-1.55, 1.58, 2.37, 4.45, 4.47	20. use spreadsheet software to solve given problems.