

<b>Correlations to Texas Essential Knowledge and Skills (TEKS)</b>					
<b>Chapter</b>	Chapter 111. Mathematics				
<b>Subchapter</b>	Subchapter C. High School				
<b>Course</b>	§111.32. Algebra I.				
<b>Publisher</b>	CORD Communications, Inc.				
<b>Program Title</b>	Algebra 1				
<b>ISBN</b>	1578373263				
<b>TEKS (Texas Essential Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on page/display/screen (paragraph, column, animation, etc.)</b>
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	A. describe independent and dependent quantities in functional relationships;	>>>>>	1578373263	225	Introduction Text
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	B. gather and record data and use data sets to determine functional relationships between quantities;	01. gather and record data to determine functional relationships between quantities	1578373263	262-263 263-264 265-275	Math Labs Math Labs Math Applications
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	B. gather and record data and use data sets to determine functional relationships between quantities;	02. use data sets to determine functional relationships between quantities	1578373263	87-92 241-248 265-275 280-286	Examples and Exercises Examples and Exercises Math Applications Examples and Exercises
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	C. describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations;	01. describe functional relationships for given problem situations	1578373263	87-92 241-248 265-275 280-286 323-337	Examples and Exercises Examples and Exercises Math Applications Examples and Exercises Math Applications

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01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	C. describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations;	02. write equations or inequalities to answer questions arising from the situations	1578373263	234-240 241-248 265-275 323-337	Examples and Exercises Examples and Exercises Math Applications Math Applications
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	D. represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	01. represent relationships among quantities using concrete models	1578373263	262-263 263-264 265-275 323-337	Math Labs Math Labs Math Applications Math Applications
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	D. represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	02. represent relationships among quantities using tables	1578373263	225-233 234-240 265-275 323-337	Examples and Exercises Examples and Exercises Math Applications Math Applications
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	D. represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	03. represent relationships among quantities using graphs	1578373263	225-233 234-240 255-259 265-275 323-337	Examples and Exercises Examples and Exercises Examples and Exercises Math Applications Math Applications

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01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	D. represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	04. represent relationships among quantities using diagrams	1578373263	265-275 323-337	Math Applications Math Applications
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	D. represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	05. represent relationships among quantities using verbal descriptions	1578373263	265-275 323-337	Math Applications Math Applications
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	D. represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	06. represent relationships among quantities using equations	1578373263	234-240 241-248 265-275 323-337	Examples and Exercises Examples and Exercises Math Applications Math Applications
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	D. represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and	07. represent relationships among quantities using inequalities	1578373263	496-500 544-553	Examples and Exercises Math Applications

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01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	E. interpret and make decisions, predictions, and critical judgments from functional relationships.	01. interpret and make decisions, from functional relationships	1578373263	265-275	Math Applications
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	E. interpret and make decisions, predictions, and critical judgments from functional relationships.	02. Interpret and make predictions from functional relationships	1578373263	265-275	Math Applications
01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:	E. interpret and make decisions, predictions, and critical judgments from functional relationships.	03. Interpret and make critical judgments from functional relationships	1578373263	265-275	Math Applications
02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:	A. identify and sketch the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions;	01. identify the general forms of linear ( $y = x$ ) parent functions	1578373263	225 226	Bottom Activity 1
02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:	A. identify and sketch the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions;	02. identify the general forms of quadratic ( $y = x^2$ ) parent functions	1578373263	621-622	Activity 2

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02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:	A. identify and sketch the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions;	03. sketch the general forms of linear ( $y = x$ ) parent functions	1578373263	226-227 232 259	Activity 2
02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:	A. identify and sketch the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions;	04. sketch the general forms of quadratic ( $y = x^2$ ) parent functions	1578373263	621-622	Activity 2
02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:	B. identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete;	01. identify mathematical domains and ranges for given situations, both continuous and discrete	1578373263	280-281 285	Introduction Text and Example 1 #5-10
02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:	B. identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete;	02. determine reasonable domain and range values for given situations, both continuous and discrete	1578373263	TE p. 281 323 #5 327 #35	Introduction Text and Example 1 #5-10
02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:	C. interpret situations in terms of given graphs or creates situations that fit given graphs; and	01. interpret situations in terms of given graphs or creates situations that fit given graphs; and	1578373263	265-275 291-295 312-319 323-327	Math Applications Examples and Exercises Examples and Exercises Math Applications

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02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:	D. collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.	01. collect and organize data	1578373263	404-410 431-432 437	Examples and Exercises #13-17 #57-60
02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:	D. collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.	02. make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations)	1578373263	404-410 431-432 437	Examples and Exercises #13-17 #57-60
02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:	D. collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.	03. model, predict, and make decisions and critical judgments in problem situations	1578373263	404-410 431-432 437 439	Examples and Exercises #13-17 #57-60

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03. Foundations for functions. The student understands how algebra can be used to express generalizations and recognizes and uses the power of symbols to represent situations. The student is expected to:	A. use symbols to represent unknowns and variables; and	>>>>>	1578373263	80-84 85-92	Examples and Exercises Examples and Exercises
03. Foundations for functions. The student understands how algebra can be used to express generalizations and recognizes and uses the power of symbols to represent situations. The student is expected to:	B. look for patterns and represent generalizations algebraically.	>>>>>	1578373263	80-84 85-92 128-141 281-283 285 #8 286 # 17-19	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
04. Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. The student is expected to:	A. find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	01. find specific function values in problem situations	1578373263	287-290 326-327 334-335 336-337	Examples and Exercises #24 #68 #76

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04. Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. The student is expected to:	A. find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	02. simplify polynomial expressions in problem situations	1578373263	570-574 575-580 586-592 593-599 611-615	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Math Applications
04. Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. The student is expected to:	A. find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	03. transform and solve equations in problem situations	1578373263	146-154 161-168 169-174 175-179 190-201	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Math Applications

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04. Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. The student is expected to:	A. find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	04. factor as necessary in problem situations	1578373263	593-600 601-606 612-613	Examples and Exercises Examples and Exercises #29-47, 54-57
04. Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. The student is expected to:	B. use the commutative, associative, and distributive properties to simplify algebraic expressions; and	01. use the commutative properties to simplify algebraic expressions	1578373263	164 164-165 176 Ex 1	Definitions Box Examples #2 and 3

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04. Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. The student is expected to:	B. use the commutative, associative, and distributive properties to simplify algebraic expressions; and	02. use the associative properties to simplify algebraic expressions	1578373263	163 164	Definitions Box Example #3
04. Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. The student is expected to:	B. use the commutative, associative, and distributive properties to simplify algebraic expressions; and	03. use the distributive properties to simplify algebraic expressions	1578373263	85-86	Activity 2

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04. Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. The student is expected to:	C. connect equation notation with function notation, such as $y = x + 1$ and $f(x) = x + 1$ .	01. connect equation notation with function notation, such as $y = x + 1$ and $f(x) = x + 1$ .	1578373263	283-284	Definition box and text following
05. Linear functions. The student understands that linear functions can be represented in different ways and translates among their various representations. The student is expected to:	A. determine whether or not given situations can be represented by linear functions;	>>>>>	1578373263	288-289 323-337	Examples and Exercises #2, 4, 27, 20, 27, 31, 50, 53, 57, 64, 67
05. Linear functions. The student understands that linear functions can be represented in different ways and translates among their various representations. The student is expected to:	B. determine the domain and range for linear functions in given situations; and	01. determine the domain for linear functions in given situations	1578373263	280-281 285 323-337 282-283	Examples and Exercises #5-10 #14, 46

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05. Linear functions. The student understands that linear functions can be represented in different ways and translates among their various representations. The student is expected to:	B. determine the domain and range for linear functions in given situations; and	02. determine the range for linear functions in given situations	1578373263	280-281 285 323-337 282-283	Examples and Exercises #5-10 #14, 24, 35, 46
05. Linear functions. The student understands that linear functions can be represented in different ways and translates among their various representations. The student is expected to:	C. use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	01. use connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	1578373263	225-233 234-240 241-248 255-259 265-275	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
05. Linear functions. The student understands that linear functions can be represented in different ways and translates among their various representations. The student is expected to:	C. use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	02. translate connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	1578373263	225-233 234-240 241-248 255-259 265-275	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
05. Linear functions. The student understands that linear functions can be represented in different ways and translates among their various representations. The student is expected to:	C. use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	03. make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	1578373263	225-233 234-240 241-248 255-259 265-275	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	A. develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;	01. develop the concept of slope as rate of change	1578373263	218-224	Examples and Exercises
06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	A. develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;	02. determine slopes from graphs	1578373263	219-220 223	Examples and Exercises #12-14

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	A. develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;	03. determine slopes from tables	1578373263	225 226-227 232 #13 233 #38	Examples and Exercises Activity 1
06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	A. develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;	04. determine slopes from algebraic representations	1578373263	218-224 234-240 242-243 249-254	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	B. interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;	01. interpret the meaning of slope in situations using data, symbolic representations, or graphs	1578373263	218-224 225-233 265-275	Examples and Exercises Examples and Exercises Math Applications
06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	B. interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;	02. interpret the meaning of intercepts in situations using data, symbolic representations, or graphs	1578373263	225-233 265-275	Examples and Exercises Math Applications

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	C. investigate, describe, and predict the effects of changes in m and b on the graph of $y = mx + b$ ;	01. investigate, describe, and predict the effects of changes in m on the graph of $y = mx + b$	1578373263	225-233 234-240 249-254 255-259	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	C. investigate, describe, and predict the effects of changes in m and b on the graph of $y = mx + b$ ;	02. investigate, describe, and predict the effects of changes in b on the graph of $y = mx + b$	1578373263	225-233 234-240 249-254 255-259	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	D. graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept;	01. graph equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept	1578373263	225-233 234-240 241-248 255-259	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	D. graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept;	02. write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept	1578373263	234-240 241-248	Examples and Exercises Examples and Exercises

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	E. determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;	01. determine the intercepts of the graphs of linear functions from graphs	1578373263	225-233 234-240 249-254 255-259 246 #14-17	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	E. determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;	02. determine the intercepts of the graphs of linear functions from tables	1578373263	225-233 234-240 249-254 255-259 274 #65	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	E. determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;	03. determine the intercepts of the graphs of linear functions from algebraic representations	1578373263	225-233 234-240 249-254 255-259	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	E. determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;	04. determine the zeros of linear functions from graphs	1578373263	225-233 234-240 249-254 255-259 246 # 14-17	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	E. determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;	05. determine the zeros of linear functions from tables	1578373263	225-233 234-240 249-254 255-259 286 # 17-19	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	E. determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;	06. determine the zeros of linear functions from algebraic representations	1578373263	225-233 234-240 249-254 255-259 276 # 10-12 241	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	F. interpret and predict the effects of changing slope and y-intercept in applied situations; and	01. interpret and predict the effects of changing slope in applied situations	1578373263	SE p. 268 #26 SE p. 269 #33	Examples and Exercises
06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	F. interpret and predict the effects of changing slope and y-intercept in applied situations; and	02. interpret and predict the effects of changing y-intercept in applied situations	1578373263	255-259	Examples and Exercises

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	G. relate direct variation to linear functions and solve problems involving proportional change.	01. relate direct variation to linear functions	1578373263	291-295	Examples and Exercises
06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:	G. relate direct variation to linear functions and solve problems involving proportional change.	02. solve problems involving proportional change	1578373263	155-160 291-295	Examples and Exercises Examples and Exercises
07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	A. analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;	01. analyze situations involving linear functions and formulate linear equations to solve problems	1578373263	146-154 161-168 175-179 190-201	Examples and Exercises Examples and Exercises Examples and Exercises Math Applications

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<b>TEKS (Texas Essential Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on page/display/screen (paragraph, column, animation, etc.)</b>
07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	A. analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;	02. analyze situations involving linear functions and formulate inequalities to solve problems	1578373263	501-505 506-511 521-518 540-543 544-553	Examples and Exercises Examples and Exercises Examples and Exercises Math Labs Math Applications
07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	B. investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	01. investigate methods for solving linear equations using concrete models, select a method, and solve the equations	1578373263	162 175 185-186 188-189	Examples and Exercises Examples and Exercises Math Labs Examples and Exercises
07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	B. investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	02. investigate methods for solving linear equations using graphs, select a method, and solve the equations	1578373263	SE p. 237 SE p. 265 Q1	Example 5
07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	B. investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	03. investigate methods for solving linear equations using the properties of equality, select a method, and solve the equations	1578373263	146-154 161-168 169-174	Examples and Exercises Examples and Exercises Examples and Exercises

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07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	B. investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	04. investigate methods for solving inequalities using concrete models, select a method, and solve the inequalities	1578373263	513 501-502 506-507	Example 1 Activity Activites 1 and 2
07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	B. investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	05. investigate methods for solving inequalities using graphs, and select a method, and solve the inequalities	1578373263	523-530 532-535	Examples and Exercises Examples and Exercises
07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	B. investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and	06. investigate methods for solving inequalities using the properties of equality, select a method, and solve the inequalities	1578373263	501-505 506-511 512-518	Examples and Exercises Examples and Exercises Examples and Exercises
07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	C. interpret and determine the reasonableness of solutions to linear equations and inequalities.	01. interpret and determine the reasonableness of solutions to linear equations	1578373263	146-154 161-168 175-179 190-201	Examples and Exercises Examples and Exercises Examples and Exercises Math Applications

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07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	C. interpret and determine the reasonableness of solutions to linear equations and inequalities.	02. interpret and determine the reasonableness of solutions to inequalities	1578373263	501-505 506-511 521-518 540-543 544-553	Examples and Exercises Examples and Exercises Examples and Exercises Math Labs Math Applications
08. Linear functions. The student formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	A. analyze situations and formulate systems of linear equations in two unknowns to solve problems;	>>>>>	1578373263	442-448 456-461 463-469 470-475 481-491	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Math Applications
08. Linear functions. The student formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	B. solve systems of linear equations using concrete models, graphs, tables, and algebraic methods; and	01. solve systems of linear equations using concrete models	1578373263	442-448 476-480	Examples and Exercises Examples and Exercises
08. Linear functions. The student formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	B. solve systems of linear equations using concrete models, graphs, tables, and algebraic methods; and	02. solve systems of linear equations using graphs	1578373263	442-448 449-454	Examples and Exercises Examples and Exercises

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08. Linear functions. The student formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	B. solve systems of linear equations using concrete models, graphs, tables, and algebraic methods; and	03. solve systems of linear equations using tables	1578373263	442-443	Introduction Text
08. Linear functions. The student formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	B. solve systems of linear equations using concrete models, graphs, tables, and algebraic methods; and	04. solve systems of linear equations using algebraic methods	1578373263	456-461 463-469 470-475 481-491	Examples and Exercises Examples and Exercises Examples and Exercises Math Applications
08. Linear functions. The student formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:	C. interpret and determine the reasonableness of solutions to systems of linear equations.	>>>>>	1578373263	442-448 456-461 463-469 470-475 481-491	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Math Applications
09. Quadratic and other nonlinear functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:	A. determine the domain and range for quadratic functions in given situations;	01. determine the domain for quadratic functions in given situations	1578373263	Not Covered	

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09. Quadratic and other nonlinear functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:	A. determine the domain and range for quadratic functions in given situations;	02. determine the range for quadratic functions in given situations	1578373263	SE p. 620 Act. 1 #4 SE p. 621 Act. 2 #3 SE p. 624 #18 SE p. 297 SE p. 301	
09. Quadratic and other nonlinear functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:	B. investigate, describe, and predict the effects of changes in a on the graph of $y = ax^2 + c$ ;	01. investigate the effects of changes in a on the graph of $y = ax^2 + c$	1578373263	622 623-624	Top Row Examples and Exercises
09. Quadratic and other nonlinear functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:	B. investigate, describe, and predict the effects of changes in a on the graph of $y = ax^2 + c$ ;	02. describe the effects of changes in a on the graph of $y = ax^2 + c$	1578373263	622 623-624	Top Row Examples and Exercises

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09. Quadratic and other nonlinear functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:	B. investigate, describe, and predict the effects of changes in a on the graph of $y = ax^2 + c$ ;	03. predict the effects of changes in a on the graph of $y = ax^2 + c$	1578373263	622 623-624	Top Row Examples and Exercises
09. Quadratic and other nonlinear functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:	C. investigate, describe, and predict the effects of changes in c on the graph of $y = ax^2 + c$ ; and	01. investigate the effects of changes in c on the graph of $y = ax^2 + c$	1578373263	622 623-624	Middle Row Examples and Exercises
09. Quadratic and other nonlinear functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:	C. investigate, describe, and predict the effects of changes in c on the graph of $y = ax^2 + c$ ; and	02. describe the effects of changes in c on the graph of $y = ax^2 + c$	1578373263	622 623-624	Middle Row Examples and Exercises

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09. Quadratic and other nonlinear functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:	C. investigate, describe, and predict the effects of changes in c on the graph of $y = ax^2 + c$ ; and	03. predict the effects of changes in c on the graph of $y = ax^2 + c$	1578373263	622 623-624	Middle Row Examples and Exercises
09. Quadratic and other nonlinear functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:	D. analyze graphs of quadratic functions and draw conclusions.	>>>>>	1578373263	620-624 622-632	Examples and Exercises Examples and Exercises
10. Quadratic and other nonlinear functions. The student understands there is more than one way to solve a quadratic equation and solves them using appropriate methods. The student is expected to:	A. solve quadratic equations using concrete models, tables, graphs, and algebraic methods; and	01. solve quadratic equations using concrete models	1578373263	TE p. 630 p. 644 pp. 660-661	TE SE Examples and Exercises

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10. Quadratic and other nonlinear functions. The student understands there is more than one way to solve a quadratic equation and solves them using appropriate methods. The student is expected to:	A. solve quadratic equations using concrete models, tables, graphs, and algebraic methods; and	02. solve quadratic equations using tables	1578373263	627 670	Example 1 #40-44
10. Quadratic and other nonlinear functions. The student understands there is more than one way to solve a quadratic equation and solves them using appropriate methods. The student is expected to:	A. solve quadratic equations using concrete models, tables, graphs, and algebraic methods; and	03. solve quadratic equations using graphs	1578373263	622-632 666	Examples and Exercises #21-23
10. Quadratic and other nonlinear functions. The student understands there is more than one way to solve a quadratic equation and solves them using appropriate methods. The student is expected to:	A. solve quadratic equations using concrete models, tables, graphs, and algebraic methods; and	04. solve quadratic equations using algebraic methods	1578373263	632-637 638-643 645-648 649-656 664-675	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
10. Quadratic and other nonlinear functions. The student understands there is more than one way to solve a quadratic equation and solves them using appropriate methods. The student is expected to:	B. make connections among the solutions (roots) of quadratic equations, the zeros of their related functions, and the horizontal intercepts (x-intercepts) of the graph of the function.	>>>>>	1578373263	626-632	Examples and Exercises

<b>Correlations to Texas Essential Knowledge and Skills (TEKS)</b>					
<b>Chapter</b>	Chapter 111. Mathematics				
<b>Subchapter</b>	Subchapter C. High School				
<b>Course</b>	§111.32. Algebra I.				
<b>Publisher</b>	CORD Communications, Inc.				
<b>Program Title</b>	Algebra 1				
<b>ISBN</b>	1578373263				
<b>TEKS (Texas Essential Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on page/display/screen (paragraph, column, animation, etc.)</b>
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	A. use patterns to generate the laws of exponents and apply them in problem-solving situations;	01. use patterns to generate the laws of exponents and apply them in problem-solving situations;	1578373263	570-574 575-580 611	Examples and Exercises Examples and Exercises #1-4
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	A. use patterns to generate the laws of exponents and apply them in problem-solving situations;	02. apply the laws of exponents in problem-solving situations	1578373263	570-574 575-580 611	Examples and Exercises Examples and Exercises #1-4
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	B. analyze data and represent situations involving inverse variation using concrete models, tables, graphs, or algebraic methods; and	01. analyze data and represent situations involving inverse variation using concrete models	1578373263	TE p. 293 SE p. 322 SE p. 294 #4	Examples and Exercises
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	B. analyze data and represent situations involving inverse variation using concrete models, tables, graphs, or algebraic methods; and	02. analyze data and represent situations involving inverse variation using tables	1578373263	292	Activity 1

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<b>TEKS (Texas Essential Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on page/display/screen (paragraph, column, animation, etc.)</b>
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	B. analyze data and represent situations involving inverse variation using concrete models, tables, graphs, or algebraic methods; and	03. analyze data and represent situations involving inverse variation using graphs	1578373263	293	Activity 2
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	B. analyze data and represent situations involving inverse variation using concrete models, tables, graphs, or algebraic methods; and	04. analyze data and represent situations involving inverse variation using algebraic methods	1578373263	293-295 330-331	Examples and Exercises #43-45
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	C. analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.	01. analyze data and represent situations involving exponential growth using concrete models	1578373263	312-313	Examples and Exercises
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	C. analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.	02. analyze data and represent situations involving exponential growth using tables	1578373263	312	Activity 1

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<b>Course</b>	§111.32. Algebra I.				
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<b>TEKS (Texas Essential Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on page/display/screen (paragraph, column, animation, etc.)</b>
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	C. analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.	03. analyze data and represent situations involving exponential growth using graphs	1578373263	313-314	Examples and Exercises
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	C. analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.	04. analyze data and represent situations involving exponential growth using algebraic methods	1578373263	312-319 323-324	Examples and Exercises #4-7
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	C. analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.	05. analyze data and represent situations involving decay using concrete models	1578373263	315-316	Activity 2
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	C. analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.	06. analyze data and represent situations involving decay using tables	1578373263	315	Activity 2

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<b>Chapter</b>	Chapter 111. Mathematics				
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<b>Course</b>	§111.32. Algebra I.				
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<b>TEKS (Texas Essential Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on page/display/screen (paragraph, column, animation, etc.)</b>
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	C. analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.	07. analyze data and represent situations involving decay using graphs	1578373263	316	Examples and Exercises
11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:	C. analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.	08. analyze data and represent situations involving decay using algebraic methods	1578373263	312-319 325	Examples and Exercises #13-16