

**Mathematics Textbook Correlation Matrices**  
**Algebra I Part 1 Standards of Learning**  
**Publisher: CORD Communications, Inc.**

**Text/Instructional Material Title: CORD Algebra 1, Vol 1, 2<sup>nd</sup> Edition**

<b>Mathematics Standards</b>	<b>Correlation By Page Numbers</b> Make all correlations using the student text. Identify the five <i>most significant</i> correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
A.1 The student will solve multistep linear equations and inequalities in one variable, solve literal equations (formulas) for a given variable, and apply these skills to solve practical problems. Graphing calculators will be used to confirm algebraic solutions.	146-154, 155-160, 161-168, 169-174, 175-179, 180-184, 186-188, 190-203

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A.2 The student will represent verbal quantitative situations algebraically and evaluate these expressions for given replacement values of the variables. Students will choose an appropriate computational technique, such as mental mathematics, calculator, or paper and pencil.	80-84, 178, 195, 196

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<p>A.3      The student will justify steps used in simplifying expressions and solving equations and inequalities. Justifications will include the use of concrete objects; pictorial representations; and the properties of real numbers, equality, and inequality.</p>	<p>146-154, 157-158, 161-168, 169-174, 175-179</p>

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A.4 The student will use matrices to organize and manipulate data, including matrix addition, subtraction, and scalar multiplication. Data will arise from business, industrial, and consumer situations.	32-36, 56-58, 63, 72, 76, 77

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A.5 The student will create and use tabular, symbolic, graphical, verbal, and physical representations to analyze a given set of data for the existence of a pattern, determine the domain and range of relations, and identify the relations that are functions.	9-12, 241-248, 280-286, 296-303, 304-311

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A.6 The student will select, justify, and apply an appropriate technique to graph linear functions and linear inequalities in two variables. Techniques will include slope-intercept, $x$ - and $y$ -intercepts, graphing by transformation, and the use of the graphing calculator.	225-233, 241-248, 255-259

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<p>A.7 The student will determine the slope of a line when given an equation of the line, the graph of the line, or two points on the line. Slope will be described as rate of change and will be positive, negative, zero, or undefined. The graphing calculator will be used to investigate the effect of changes in the slope on the graph of the line.</p>	<p>218-224, 225-233, 243-244, 265-277, 291</p>

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A.8 The student will write an equation of a line when given the graph of the line, two points on the line, or the slope and a point on the line.	234-240, 241-248, 249-254, 265-277

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<p>A.9      The student will solve systems of two linear equations in two variables both algebraically and graphically and apply these techniques to solve practical problems. Graphing calculators will be used both as a primary tool for solution and to confirm an algebraic solution.</p>	None

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A.10 The student will apply the laws of exponents to perform operations on expressions with integral exponents, using scientific notation when appropriate.	37-43, 44-48

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A.11 The student will add, subtract, and multiply polynomials and divide polynomials with monomial divisors, using concrete objects, pictorial and area representations, and algebraic manipulations.	175-176

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A.12 The student will factor completely first- and second-degree binomials and trinomials in one or two variables. The graphing calculator will be used as a tool for factoring and for confirming algebraic factorizations.	None

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A.13 The student will express the square root of a whole number in simplest radical form and approximate square roots to the nearest tenth.	304-311

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A.14 The student will solve quadratic equations in one variable both algebraically and graphically. Graphing calculators will be used both as a primary tool in solving problems and to verify algebraic solutions.	None

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A.15 The student will, given a rule, find the values of a function for elements in its domain and locate the zeros of the function both algebraically and with a graphing calculator. The value of $f(x)$ will be related to the ordinate on the graph.	241-248

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A.16 The student will, given a set of data points, write an equation for a line of best fit and use the equation to make predictions.	None

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A.17 The student will compare and contrast multiple one-variable data sets, using statistical techniques that include measures of central tendency, range, and box-and-whisker graphs.	None

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A.18 The student will analyze a relation to determine whether a direct variation exists and represent it algebraically and graphically, if possible.	291-205

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<p>1. Materials emphasize the use of effective instructional practices and learning theory:</p> <ul style="list-style-type: none"> <li>• Students are guided through problem-solving approaches.</li> <li>• Concepts are introduced through concrete experiences that use manipulatives and other technologies.</li> <li>• Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.</li> <li>• Students use the language of mathematics including specialized vocabulary and symbols.</li> <li>• Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.</li> </ul>	<p>29, 90, 158, 245, 317</p> <p>103, 175, 255, 297, 349</p> <p>56, 126, 184, 255, 313</p> <p>85, 104, 124, 280, 283</p> <p>87, 155, 239, 296, 362</p>

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<p>2. Materials present content in an accurate, unbiased manner:</p> <ul style="list-style-type: none"> <li>• Materials are relatively free of content and production errors (misspelled words, word omissions, incorrect answers).</li> <li>• Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately.</li> </ul>	<p>26, 79, 169, 265, 349</p> <p>54, 144, 259, 262, 308</p>

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<p>3. The mathematics content is significant and accurate:</p> <ul style="list-style-type: none"> <li>• Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.</li> <li>• Materials are organized appropriately within and among units of study.</li> <li>• Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.</li> <li>• Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.</li> <li>• Level of abstraction is appropriate, and real life examples, including careers, are provided.</li> <li>• Sufficient applications are provided to promote depth of application.</li> </ul>	<p>iii, iv, v, vi, vii, viii</p> <p>iii, iv, v, vi, vii, viii</p> <p>37, 85, 161, 234, 349</p> <p>49, 97, 146, 205, 362</p> <p>18, 80, 161, 287, 312</p> <p>72, 133, 196, 266, 323</p>