

Texas Essential Knowledge and Skills (TEKS) Breakouts	
<b>Subject</b>	<b>Chapter 111. Mathematics</b>
<b>Subchapter</b>	<b>Subchapter C. High School</b>
<b>Course</b>	<b>§111.40. Algebra II, Adopted 2012 (One-Half to One Credit).</b>
<b>(a) General requirements.</b> Students shall be awarded one-half to one credit for successful completion of this course. Prerequisite: Algebra I.	
<b>(b) Introduction.</b>	
<p>(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.</p>	
<p>(2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>	
<p>(3) In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.</p>	

(4) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

<b>(c) Knowledge and Skills.</b>		
<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(i) apply mathematics to problems arising in everyday life
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(ii) apply mathematics to problems arising in society
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(iii) apply mathematics to problems arising in the workplace

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p>	<p>(i) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process</p>
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p>	<p>(ii) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the reasonableness of the solution</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p>	<p>(i) select tools, including real objects as appropriate, to solve problems</p>
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p>	<p>(ii) select tools, including manipulatives as appropriate, to solve problems</p>

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<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p>	<p>(iii) select tools, including paper and pencil as appropriate, to solve problems</p>
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p>	<p>(iv) select tools, including technology as appropriate, to solve problems</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p>	<p>(v) select techniques, including mental math as appropriate, to solve problems</p>
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p>	<p>(vi) select techniques including estimation as appropriate, to solve problems</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</p>	<p>(vii) select techniques, including number sense as appropriate, to solve problems</p>
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(i) communicate mathematical ideas using multiple representations, including symbols as appropriate</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate</p>
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iv) communicate mathematical ideas using multiple representations, including language as appropriate
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(v) communicate mathematical reasoning using multiple representations, including symbols as appropriate

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<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate</p>
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(viii) communicate mathematical reasoning using multiple representations, including language as appropriate</p>
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(ix) communicate [mathematical ideas'] implications using multiple representations, including symbols as appropriate</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(x) communicate [mathematical ideas'] implications using multiple representations, including diagrams as appropriate</p>
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(xi) communicate [mathematical ideas'] implications using multiple representations, including graphs as appropriate</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xii) communicate [mathematical ideas'] implications using multiple representations, including language as appropriate
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate</p>
<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p>	<p>(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>	<p>(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xvi) communicate [mathematical reasoning's] implications using multiple representations, including language as appropriate
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(i) create representations to organize mathematical ideas
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(ii) create representations to record mathematical ideas



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(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iii) create representations to communicate mathematical ideas
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iv) use representations to organize mathematical ideas
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(v) use representations to record mathematical ideas

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(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(vi) use representations to communicate mathematical ideas
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(i) analyze mathematical relationships to connect mathematical ideas
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(ii) analyze mathematical relationships to communicate mathematical ideas

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(i) display, explain, or justify mathematical ideas using precise mathematical language in written or oral communication
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(ii) display, explain, or justify mathematical arguments using precise mathematical language in written or oral communication

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(A) graph the functions <math>f(x)=\sqrt{x}</math>, <math>f(x)=1/x</math>, <math>f(x)=x^3</math>, <math>f(x)=\sqrt[3]{x}</math>, <math>f(x)=b^x</math>, <math>f(x)= x </math>, and <math>f(x)=\log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math>, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval</p>	<p>(i) graph the function <math>f(x)=\sqrt{x}</math>, and, when applicable, analyze the key attributes</p>
<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(A) graph the functions <math>f(x)=\sqrt{x}</math>, <math>f(x)=1/x</math>, <math>f(x)=x^3</math>, <math>f(x)=\sqrt[3]{x}</math>, <math>f(x)=b^x</math>, <math>f(x)= x </math>, and <math>f(x)=\log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math>, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval</p>	<p>(ii) graph the function <math>f(x)=1/x</math>, and, when applicable, analyze the key attributes</p>

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<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(A) graph the functions <math>f(x)=\sqrt{x}</math>, <math>f(x)=1/x</math>, <math>f(x)=x^3</math>, <math>f(x)=\sqrt[3]{x}</math>, <math>f(x)=b^x</math>, <math>f(x)= x </math>, and <math>f(x)=\log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math>, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval</p>	<p>(iii) graph the function <math>f(x)=x^3</math>, and, when applicable, analyze the key attributes</p>
<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(A) graph the functions <math>f(x)=\sqrt{x}</math>, <math>f(x)=1/x</math>, <math>f(x)=x^3</math>, <math>f(x)=\sqrt[3]{x}</math>, <math>f(x)=b^x</math>, <math>f(x)= x </math>, and <math>f(x)=\log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math>, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval</p>	<p>(iv) graph the function <math>f(x)=\sqrt[3]{x}</math>, and, when applicable, analyze the key attributes</p>

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<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(A) graph the functions <math>f(x)=\sqrt{x}</math>, <math>f(x)=1/x</math>, <math>f(x)=x^3</math>, <math>f(x)=\sqrt[3]{x}</math>, <math>f(x)=b^x</math>, <math>f(x)= x </math>, and <math>f(x)=\log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math>, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval</p>	<p>(v) graph the function <math>f(x)=b^x</math> and, when applicable, analyze the key attributes</p>
<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(A) graph the functions <math>f(x)=\sqrt{x}</math>, <math>f(x)=1/x</math>, <math>f(x)=x^3</math>, <math>f(x)=\sqrt[3]{x}</math>, <math>f(x)=b^x</math>, <math>f(x)= x </math>, and <math>f(x)=\log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math>, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval</p>	<p>(vi) graph the function <math>f(x)= x </math>, and, when applicable, analyze the key attributes</p>

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<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(A) graph the functions <math>f(x)=\sqrt{x}</math>, <math>f(x)=1/x</math>, <math>f(x)=x^3</math>, <math>f(x)=\sqrt[3]{x}</math>, <math>f(x)=b^x</math>, <math>f(x)= x </math>, and <math>f(x)=\log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math>, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval</p>	<p>(vii) graph the function <math>f(x)=\log_b(x)</math> where <math>b</math> is 2, and, when applicable, analyze the key attributes</p>
<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(A) graph the functions <math>f(x)=\sqrt{x}</math>, <math>f(x)=1/x</math>, <math>f(x)=x^3</math>, <math>f(x)=\sqrt[3]{x}</math>, <math>f(x)=b^x</math>, <math>f(x)= x </math>, and <math>f(x)=\log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math>, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval</p>	<p>(viii) graph the function <math>f(x)=\log_b(x)</math> where <math>b</math> is 10, and, when applicable, analyze the key attributes</p>

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<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(A) graph the functions <math>f(x)=\sqrt{x}</math>, <math>f(x)=1/x</math>, <math>f(x)=x^3</math>, <math>f(x)=\sqrt[3]{x}</math>, <math>f(x)=b^x</math>, <math>f(x)= x </math>, and <math>f(x)=\log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math>, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval</p>	<p>(ix) graph the function <math>f(x)=\log_b(x)</math> where <math>b</math> is <math>e</math>, and, when applicable, analyze the key attributes</p>
<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(B) graph and write the inverse of a function using notation such as <math>f^{-1}(x)</math></p>	<p>(i) graph the inverse of a function using notation</p>



Knowledge and Skills Statement	Student Expectation	Breakout
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(B) graph and write the inverse of a function using notation such as $f^{-1}(x)$	(ii) write the inverse of a function using notation
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	(i) describe the relationship between a function and its inverse (quadratic and square root), including the restriction(s) on domain, which will restrict its range
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	(ii) describe the relationship between a function and its inverse (logarithmic and exponential), including the restriction(s) on domain, which will restrict its range

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range</p>	<p>(iii) analyze the relationship between a function and its inverse (quadratic and square root), including the restriction(s) on domain, which will restrict its range</p>
<p>(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:</p>	<p>(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range</p>	<p>(iv) analyze the relationship between a function and its inverse (logarithmic and exponential), including the restriction(s) on domain, which will restrict its range</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(D) use the composition of two functions, including the necessary restrictions on the domain, to determine if the functions are inverses of each other	(i) use the composition of two functions, including the necessary restrictions on the domain, to determine if the functions are inverses of each other
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(A) formulate systems of equations, including systems consisting of three linear equations in three variables and systems consisting of two equations, the first linear and the second quadratic	(i) formulate systems of equations, including systems consisting of three linear equations in three variables
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(A) formulate systems of equations, including systems consisting of three linear equations in three variables and systems consisting of two equations, the first linear and the second quadratic	(ii) formulate systems of equations, including systems consisting of two equations, the first linear and the second quadratic

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<p>(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:</p>	<p>(B) solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution</p>	<p>(i) solve systems of three linear equations in three variables by using Gaussian elimination</p>
<p>(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:</p>	<p>(B) solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution</p>	<p>(ii) solve systems of three linear equations in three variables by using technology with matrices</p>
<p>(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:</p>	<p>(B) solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution</p>	<p>(iii) solve systems of three linear equations in three variables by using substitution</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:</p>	<p>(C) solve, algebraically, systems of two equations in two variables consisting of a linear equation and a quadratic equation</p>	<p>(i) solve, algebraically, systems of two equations in two variables consisting of a linear equation and a quadratic equation</p>
<p>(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:</p>	<p>(D) determine the reasonableness of solutions to systems of a linear equation and a quadratic equation in two variables</p>	<p>(i) determine the reasonableness of solutions to systems of a linear equation and a quadratic equation in two variables</p>
<p>(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:</p>	<p>(E) formulate systems of at least two linear inequalities in two variables</p>	<p>(i) formulate systems of at least two linear inequalities in two variables</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:</p>	<p>(F) solve systems of two or more linear inequalities in two variables</p>	<p>(i) solve systems of two or more linear inequalities in two variables</p>
<p>(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:</p>	<p>(G) determine possible solutions in the solution set of systems of two or more linear inequalities in two variables</p>	<p>(i) determine possible solutions in the solution set of systems of two or more linear inequalities in two variables</p>
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(A) write the quadratic function given three specified points in the plane</p>	<p>(i) write the quadratic function given three specified points in the plane</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening</p>	<p>(i) write the equation of a parabola using given attributes, including vertex</p>
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening</p>	<p>(ii) write the equation of a parabola using given attributes, including focus</p>
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening</p>	<p>(iii) write the equation of a parabola using given attributes, including directrix</p>

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<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening</p>	<p>(iv) write the equation of a parabola using given attributes, including axis of symmetry</p>
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening</p>	<p>(v) write the equation of a parabola using given attributes, including direction of opening</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(C) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(x) + d</math>, <math>f(bx)</math>, and <math>f(x - c)</math> for specific positive and negative values of <math>a</math>, <math>b</math>, <math>c</math>, and <math>d</math></p>	<p>(i) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>af(x)</math> for specific positive values of <math>a</math></p>
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(C) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(x) + d</math>, <math>f(bx)</math>, and <math>f(x - c)</math> for specific positive and negative values of <math>a</math>, <math>b</math>, <math>c</math>, and <math>d</math></p>	<p>(ii) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>af(x)</math> for specific negative values of <math>a</math></p>
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(C) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(x) + d</math>, <math>f(bx)</math>, and <math>f(x - c)</math> for specific positive and negative values of <math>a</math>, <math>b</math>, <math>c</math>, and <math>d</math></p>	<p>(iii) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>f(x) + d</math> for specific positive values of <math>d</math></p>

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<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(C) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(x) + d</math>, <math>f(bx)</math>, and <math>f(x - c)</math> for specific positive and negative values of <math>a</math>, <math>b</math>, <math>c</math>, and <math>d</math></p>	<p>(iv) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>f(x) + d</math> for specific negative values of <math>d</math></p>
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<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(C) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(x) + d</math>, <math>f(bx)</math>, and <math>f(x - c)</math> for specific positive and negative values of <math>a</math>, <math>b</math>, <math>c</math>, and <math>d</math></p>	<p>(vi) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>f(bx)</math> for specific negative values of <math>b</math></p>

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<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(C) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(x) + d</math>, <math>f(bx)</math>, and <math>f(x - c)</math> for specific positive and negative values of <math>a</math>, <math>b</math>, <math>c</math>, and <math>d</math></p>	<p>(viii) determine the effect on the graph of <math>f(x) = \sqrt{x}</math> when <math>f(x)</math> is replaced by <math>f(x - c)</math> for specific negative values of <math>c</math></p>

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<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(D) transform a quadratic function <math>f(x) = ax^2 + bx + c</math> to the form <math>f(x) = a(x - h)^2 + k</math> to identify the different attributes of <math>f(x)</math></p>	<p>(i) transform a quadratic function <math>f(x) = ax^2 + bx + c</math> to the form <math>f(x) = a(x - h)^2 + k</math> to identify the different attributes of <math>f(x)</math></p>
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(E) formulate quadratic and square root equations using technology given a table of data</p>	<p>(i) formulate quadratic equations using technology given a table of data</p>
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(E) formulate quadratic and square root equations using technology given a table of data</p>	<p>(ii) formulate square root equations using technology given a table of data</p>

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<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(F) solve quadratic and square root equations</p>	<p>(i) solve quadratic equations</p>
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(F) solve quadratic and square root equations</p>	<p>(ii) solve square root equations</p>
<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(G) identify extraneous solutions of square root equations</p>	<p>(i) identify extraneous solutions of square root equations</p>

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<p>(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(H) solve quadratic inequalities</p>	<p>(i) solve quadratic inequalities</p>
<p>(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:</p>	<p>(A) determine the effects on the key attributes on the graphs of <math>f(x) = b^x</math> and <math>f(x) = \log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(x) + d</math>, and <math>f(x - c)</math> for specific positive and negative real values of <math>a</math>, <math>c</math>, and <math>d</math></p>	<p>(i) determine the effects on the key attributes on the graph of <math>f(x) = b^x</math> where <math>b</math> is 2 when <math>f(x)</math> is replaced by <math>af(x)</math> for specific positive real values of <math>a</math></p>

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<p>(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:</p>	<p>(A) determine the effects on the key attributes on the graphs of <math>f(x) = b^x</math> and <math>f(x) = \log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(x) + d</math>, and <math>f(x - c)</math> for specific positive and negative real values of <math>a</math>, <math>c</math>, and <math>d</math></p>	<p>(ii) determine the effects on the key attributes on the graph of <math>f(x) = b^x</math> where <math>b</math> is 2 when <math>f(x)</math> is replaced by <math>af(x)</math> for specific negative real values of <math>a</math></p>
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<p>(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:</p>	<p>(A) determine the effects on the key attributes on the graphs of <math>f(x) = b^x</math> and <math>f(x) = \log_b(x)</math> where <math>b</math> is 2, 10, and <math>e</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(x) + d</math>, and <math>f(x - c)</math> for specific positive and negative real values of <math>a</math>, <math>c</math>, and <math>d</math></p>	<p>(viii) determine the effects on the key attributes on the graph of <math>f(x) = b^x</math> where <math>b</math> is 2 when <math>f(x)</math> is replaced by <math>f(x) + d</math> for specific negative real values of <math>d</math></p>
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<p>(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:</p>	<p>(B) formulate exponential and logarithmic equations that model real-world situations, including exponential relationships written in recursive notation</p>	<p>(i) formulate exponential equations that model real-world situations, including exponential relationships written in recursive notation</p>
<p>(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:</p>	<p>(B) formulate exponential and logarithmic equations that model real-world situations, including exponential relationships written in recursive notation</p>	<p>(ii) formulate logarithmic equations that model real-world situations</p>



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<p>(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:</p>	<p>(C) rewrite exponential equations as their corresponding logarithmic equations and logarithmic equations as their corresponding exponential equations</p>	<p>(i) rewrite exponential equations as their corresponding logarithmic equations</p>
<p>(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:</p>	<p>(C) rewrite exponential equations as their corresponding logarithmic equations and logarithmic equations as their corresponding exponential equations</p>	<p>(ii) rewrite logarithmic equations as their corresponding exponential equations</p>

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<p>(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:</p>	<p>(D) solve exponential equations of the form <math>y = ab^x</math> where <math>a</math> is a nonzero real number and <math>b</math> is greater than zero and not equal to one and single logarithmic equations having real solutions</p>	<p>(i) solve exponential equations of the form <math>y = ab^x</math> where <math>a</math> is a nonzero real number and <math>b</math> is greater than zero and not equal to one</p>
<p>(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:</p>	<p>(D) solve exponential equations of the form <math>y = ab^x</math> where <math>a</math> is a nonzero real number and <math>b</math> is greater than zero and not equal to one and single logarithmic equations having real solutions</p>	<p>(ii) solve single logarithmic equations having real solutions</p>
<p>(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:</p>	<p>(E) determine the reasonableness of a solution to a logarithmic equation</p>	<p>(i) determine the reasonableness of a solution to a logarithmic equation.</p>

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<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(A) analyze the effect on the graphs of <math>f(x) = x^3</math> and <math>f(x) = \sqrt[3]{x}</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(bx)</math>, <math>f(x - c)</math>, and <math>f(x) + d</math> for specific positive and negative real values of <math>a</math>, <math>b</math>, <math>c</math>, and <math>d</math></p>	<p>(i) analyze the effect on the graphs of <math>f(x) = x^3</math> and when <math>f(x)</math> is replaced by <math>af(x)</math> for specific positive real values of <math>a</math></p>
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(A) analyze the effect on the graphs of <math>f(x) = x^3</math> and <math>f(x) = \sqrt[3]{x}</math> when <math>f(x)</math> is replaced by <math>af(x)</math>, <math>f(bx)</math>, <math>f(x - c)</math>, and <math>f(x) + d</math> for specific positive and negative real values of <math>a</math>, <math>b</math>, <math>c</math>, and <math>d</math></p>	<p>(ii) analyze the effect on the graphs of <math>f(x) = x^3</math> when <math>f(x)</math> is replaced by <math>af(x)</math> for specific negative real values of <math>a</math></p>

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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(H) formulate rational equations that model real-world situations</p>	<p>(i) formulate rational equations that model real-world situations</p>
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(I) solve rational equations that have real solutions</p>	<p>(i) solve rational equations that have real solutions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(J) determine the reasonableness of a solution to a rational equation</p>	<p>(i) determine the reasonableness of a solution to a rational equation</p>
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation</p>	<p>(i) determine the asymptotic restrictions on the domain of a rational function</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation</p>	<p>(ii) represent domain using interval notation</p>
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation</p>	<p>(iii) represent domain using inequalities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation</p>	<p>(iv) represent domain set notation</p>
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation</p>	<p>(v) represent range using interval notation</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation</p>	<p>(vi) represent range using inequalities</p>
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation</p>	<p>(vii) represent range set notation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(L) formulate and solve equations involving inverse variation</p>	<p>(i) formulate equations involving inverse variation</p>
<p>(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:</p>	<p>(L) formulate and solve equations involving inverse variation</p>	<p>(ii) solve equations involving inverse variation</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(A) add, subtract, and multiply complex numbers</p>	<p>(i) add complex numbers</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(A) add, subtract, and multiply complex numbers</p>	<p>(ii) subtract complex numbers</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(A) add, subtract, and multiply complex numbers</p>	<p>(iii) multiply complex numbers</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(B) add, subtract, and multiply polynomials</p>	<p>(i) add polynomials</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(B) add, subtract, and multiply polynomials</p>	<p>(ii) subtract polynomials</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(B) add, subtract, and multiply polynomials</p>	<p>(iii) multiply polynomials</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two</p>	<p>(i) determine the quotient of a polynomial of degree three when divided by a polynomial of degree one</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two</p>	<p>(ii) determine the quotient of a polynomial of degree three when divided by a polynomial of degree two</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two	(iii) determine the quotient of a polynomial of degree four when divided by a polynomial of degree one
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two	(iv) determine the quotient of a polynomial of degree four when divided by a polynomial of degree two
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(D) determine the linear factors of a polynomial function of degree three and of degree four using algebraic methods	(i) determine the linear factors of a polynomial function of degree three using algebraic methods

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(D) determine the linear factors of a polynomial function of degree three and of degree four using algebraic methods	(ii) determine the linear factors of a polynomial function of degree four using algebraic methods
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(i) determine linear factors of a polynomial expression of degree three including factoring the sum of two cubes
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(ii) determine linear factors of a polynomial expression of degree three including factoring the difference of two cubes

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping</p>	<p>(iii) determine linear factors of a polynomial expression of degree three including factoring by grouping</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping</p>	<p>(iv) determine linear factors of a polynomial expression of degree four, including factoring by grouping</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping</p>	<p>(v) determine quadratic factors of a polynomial expression of degree three including factoring the sum of two cubes</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping</p>	<p>(vi) determine quadratic factors of a polynomial expression of degree three including factoring the difference of two cubes</p>



Knowledge and Skills Statement	Student Expectation	Breakout
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(vii) determine quadratic factors of a polynomial expression of degree three including factoring by grouping
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(viii) determine quadratic factors of a polynomial expression of degree four, including factoring by grouping
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(i) determine the sum of rational expressions with integral exponents of degree one

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two</p>	<p>(ii) determine the sum of rational expressions with integral exponents of degree two</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two</p>	<p>(iii) determine the sum of rational expressions with integral exponents of degree one and degree two</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two</p>	<p>(iv) determine the difference of rational expressions with integral exponents of degree one</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two</p>	<p>(v) determine the difference of rational expressions with integral exponents of degree two</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two</p>	<p>(vi) determine the difference of rational expressions with integral exponents of degree one and of degree two</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two</p>	<p>(vii) determine the product of rational expressions with integral exponents of degree one</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two</p>	<p>(viii) determine the product of rational expressions with integral exponents of degree two</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two</p>	<p>(ix) determine the product of rational expressions with integral exponents of degree one and of degree two</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two</p>	<p>(x) determine the quotient of rational expressions with integral exponents of degree one</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(xi) determine the quotient of rational expressions with integral exponents of degree two
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(xii) determine the quotient of rational expressions with integral exponents of degree one and of degree two
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(G) rewrite radical expressions that contain variables to equivalent forms	(i) rewrite radical expressions that contain variables to equivalent forms

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(H) solve equations involving rational exponents</p>	<p>(i) solve equations involving rational exponents</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(I) write the domain and range of a function in interval notation, inequalities, and set notation</p>	<p>(i) write the domain of a function in interval notation</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(I) write the domain and range of a function in interval notation, inequalities, and set notation</p>	<p>(ii) write the domain of a function in inequalities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(I) write the domain and range of a function in interval notation, inequalities, and set notation</p>	<p>(iii) write the domain of a function in interval set notation</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(I) write the domain and range of a function in interval notation, inequalities, and set notation</p>	<p>(iv) write the range of a function in interval notation</p>
<p>(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:</p>	<p>(I) write the domain and range of a function in interval notation, inequalities, and set notation</p>	<p>(v) write the range of a function in inequalities</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(vi) write the range of a function in set notation
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(A) analyze data to select the appropriate model from among linear, quadratic, and exponential models	(i) analyze data to select the appropriate model from among linear models
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(A) analyze data to select the appropriate model from among linear, quadratic, and exponential models	(ii) analyze data to select the appropriate model from among quadratic models
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(A) analyze data to select the appropriate model from among linear, quadratic, and exponential models	(iii) analyze data to select the appropriate model from among exponential models



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:</p>	<p>(B) use regression methods available through technology to write a linear function, a quadratic function, and an exponential function from a given set of data</p>	<p>(i) use regression methods available through technology to write a linear function from a given set of data</p>
<p>(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:</p>	<p>(B) use regression methods available through technology to write a linear function, a quadratic function, and an exponential function from a given set of data</p>	<p>(ii) use regression methods available through technology to write a quadratic function from a given set of data</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(B) use regression methods available through technology to write a linear function, a quadratic function, and an exponential function from a given set of data	(iii) use regression methods available through technology to write an exponential function from a given set of data
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(i) predict from a given set of data using linear models
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(ii) predict from a given set of data using quadratic models

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(iii) predict from a given set of data using exponential models
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(iv) make decisions from a given set of data using linear models
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(v) make decisions from a given set of data using quadratic models

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(vi) make decisions from a given set of data using exponential models
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(vii) make critical judgments from a given set of data using linear models
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(viii) make critical judgments from a given set of data using quadratic models

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(ix) make critical judgments from a given set of data using exponential models