

Algebra I

(8.1) Functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:

(A) describe independent and dependent quantities in functional relationships;

(B) gather and record data, or use data sets, to determine functional (systematic) relationships between quantities;

(C) describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations;

(D) represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and

(E) interpret and make inferences from functional relationships.

(8.2) Properties and attributes of functions. The student is expected to:

(A) identify and sketch the general forms of linear ($y = x$) and quadratic ($y = x$ squared) parent functions;

(B) identify the mathematical domains and ranges and determine reasonable domain and range values for given situations;

(C) interpret situations in terms of given graphs or create situations that fit given graphs; and

(D) in solving problems, collect and organize data, make and interpret scatterplots, and model, predict, and make decisions and critical judgments.

(8.3) Symbols. The student understands how algebra can be used to express generalizations and recognizes and uses the power of symbols to represent situations. The student is expected to:

(A) use symbols to represent unknowns and variables; and

(B) given situations, look for patterns and represent generalizations algebraically.

(8.4) Manipulation of symbols. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. The student is expected to:

(A) find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations; and

(B) use the commutative, associative, and distributive properties to simplify algebraic expressions.

(8.5) Linear functions. The student understands that linear functions can be represented in different ways and translates among their various representations. The student is expected to:

(A) determine whether or not given situations can be represented by linear functions;

(B) determine the domain and range values for which linear functions make sense for given situations; and

(C) translate among and use algebraic, tabular, graphical, or verbal descriptions of linear functions.

(8.6) Slope and intercepts of linear functions. The student interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations. The student is expected to:

(A) develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;

(B) interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;

(C) investigate, describe, and predict the effects of changes in m and b on the graph of $y = mx + b$;

(D) graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y -intercept;

(E) determine the intercepts of linear functions from graphs, tables, and algebraic representations;

(F) interpret and predict the effects of changing slope and y -intercept in applied situations; and

(G) relate direct variation to linear functions and solve problems involving proportional change.

(8.7) Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

(A) analyze situations involving linear functions and formulate linear equations or inequalities to solve problems;

(B) investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equation and inequality; and

(C) for given contexts, interpret and determine the reasonableness of solutions to linear equations and inequalities.

(8.8) Systems of linear equations. The student formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

(A) analyze situations and formulate systems of linear equations to solve problems;

(B) solve systems of linear equations using concrete models, graphs, tables, and algebraic methods; and

(C) for given contexts, interpret and determine the reasonableness of solutions to systems of linear equations.

(8.9) Graphs of quadratic functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The student is expected to:

(A) determine the domain and range values for which quadratic functions make sense for given situations;

(B) investigate, describe, and predict the effects of changes in a on the graph of $y = ax^2$;

(C) investigate, describe, and predict the effects of changes in c on the graph of $y = x^2 + c$; and

(D) for problem situations, analyze graphs of quadratic functions and draw conclusions.

(8.10) Solving quadratic equations. The student understands there is more than one way to solve a quadratic equation and solves them using appropriate methods. The student is expected to:

(A) solve quadratic equations using concrete models, tables, graphs, and algebraic methods; and

(B) relate the solutions of quadratic equations to the roots of their functions.

(8.11) Functions that are neither linear nor quadratic. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:

(A) use patterns to generate the laws of exponents and apply them in problem-solving situations;

(B) analyze data and represent situations involving inverse variation using concrete models, tables, graphs, or algebraic methods; and

(C) analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.