

Wylie ISD Curriculum

	<p>M.1C select a method to solve a problem, defend the method, and justify the reasonableness of the results.</p>	<ul style="list-style-type: none"> • Solve an equation using an algebraic approach. • Develop a mathematical model in the form of an equation. • Solve a problem by solving an equation. • Solve a system of two linear equations numerically, graphically, and using substitution method. • Interpret the solution to a system of two linear equations in terms of the problem’s content. • Solve linear inequalities numerically and graphically. • Use properties of inequalities to solve linear inequalities algebraically. • Solve compound inequalities algebraically and graphically. <ul style="list-style-type: none"> • Solve an equation numerically and graphically. • Solve an equation using an algebraic approach. • Solve a system of two linear equations numerically, graphically, and using substitution method. • Interpret the solution to a system of two linear equations in terms of the problem’s content.
<p>8.14 The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p>	<p>A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;</p> <p>B. use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>C. select or develop an appropriate</p>	<p>Collect their own data set for creating and analyzing scatterplots.</p>

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	<p>problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</p>	
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Subject Area	Math	Bundle #:	2
Grade/Level	Math Models	Weeks:	4-6
Overview			
Stats with Graphical Analysis Part 1			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>M.2 The Student uses a variety of strategies and approaches to solve both routine and non-routine problems.</p>	<p>M.2A interpret information from various graphs, including line graphs, bar graphs, circle graphs, histograms, scatterplots, line plots, stem and leaf plots, and box and whisker plots to draw conclusions from the data</p>	<ul style="list-style-type: none"> • Identify input and output in situations involving two variable quantities. • Identify a functional relationship between two variables. • Use a table to numerically represent a functional relationship between two variables. • Represent a functional relationship between variables graphically. • Identify trends in datapairs that are represented numerically and graphically. • Describe in words what a graph tells you about a given situation. • Sketch a graph that best represents the situation described in words. • Identify increasing, decreasing, undefined and constant parts of a graph. • Identify minimum and maximum points on a graph. • Recognize how scaling of the axes of a graph can misrepresent the situation. 	

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<p>M.2 The student uses graphical and numerical techniques to study patterns and analyze data.</p>	<p>M2B analyze numerical data using measures of central tendency, variability, and correlation in order to make inferences;</p>	<ul style="list-style-type: none"> • Construct scatterplots, recognize when the points are linear and estimate and draw line of best fit by hand and with graphing calculator • Determine the average rate of change, a constant rate of change and the slope of a line through two points. • Identify increasing and decreasing linear functions using slope. • Identify whether a situation can be modeled by a linear function. • Identify the practical meaning of x- and y-intercepts. (roots, zeros, and solution) • Develop the slope/intercept model of an equation of a line. • Use slope/intercept formula to determine x- and y-intercepts. • Identify functions of the form $y = ax^2 + bx + c$ and explore the role of a, b, and c as it relates to the graph. • Determine the vertex, axis of symmetry, the y-intercept, the x- intercept(s) and identify the domain and range of a parabola. <ul style="list-style-type: none"> • Organize data with frequency tables, dotplots, and histograms. • Determine measures of central tendency. • Recognize symmetric and skewed frequency distributions.
<p>8.14 The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in</p>	<p>A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with</p>	<ul style="list-style-type: none"> • Collect data and interpret it linearly into graphical, tabular, and equation form.

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<p>other disciplines, and activities in and outside of school.</p>	<p>other mathematical topics;</p> <p>B. use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</p>	
<p>8.15 The students communicates about Grade 8 mathematics through informal and mathematical language, representations, and models</p>	<p>A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models;</p>	<ul style="list-style-type: none"> • Identify if a pattern is linear or not.
<p>8.16 The student uses logical reasoning to make conjectures and verify conclusions.</p>	<p>A. make conjectures from patterns or sets of examples and nonexamples</p> <p>B. validate his/her conclusions using mathematical properties and relationships.</p>	

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Subject Area	Math	Bundle #:	3
Grade/Level	Math Models	Weeks:	7-9
Overview			
Stats with Graphical Analysis Part 2			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
M.2 The Student uses a variety of strategies and approaches to solve both routine and non-routine problems.	<p>M.2C analyze graphs from journals, newspapers, and other sources to determine the validity of stated arguments; and</p> <p>M.2D use regression methods available through technology to describe various models for data such as linear, quadratic, exponential, etc., select the most appropriate model, and use the model to interpret information</p>	<ul style="list-style-type: none"> • Use proportional reasoning as a problem-solving strategy. • Write a proportion and then solve the resulting proportion. • Identify a mathematical model. • Determine a line of best fit with a straightedge. • Determine the equation of a regression line using a graphing calculator. • Use the regression equation to interpolate and extrapolate. • Solve quadratic equations numerically and graphically. • Determine quadratic regression models using the graphing calculator. • Solve problems using quadratic regression models. 	
8.14 The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.	<p>A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;</p> <p>B. use a problem-solving model that</p>	<ul style="list-style-type: none"> • Write and solve a system of equations that best fits the parameters of an application problem. 	

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<p>8.15 The students communicates about Grade 8 mathematics through informal and mathematical language, representations, and models</p> <p>8.16 The student uses logical reasoning to make conjectures and verify conclusions.</p>	<p>incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</p> <p>A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models;</p> <p>A. make conjectures from patterns or sets of examples and nonexamples</p> <p>B. validate his/her conclusions using mathematical properties and relationships.</p>	
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Subject Area	Math	Bundle #:	4
Grade/Level	Math Models	Weeks:	10-12
Overview			
Data Collection and Analysis			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
M.3 The Student develops and implements a plan for collecting and analyzing data in order to make decisions	M.3A Formulate a meaningful question, determine the data needed to answer the question, gather the appropriate data, analyze the data, and draw reasonable conclusions	<ul style="list-style-type: none"> • Solve problems using formulas as models. • Recognize patterns and trends between two variables using tables as models. • Collect and organize data in a table. • Plot data in a scatterplot. • Recognize linear patterns in paired data. • Write an equation for a linear function given its slope and y-intercept and in slope-intercept form. • Interpret the slope and y-intercept of linear functions in contextual situations. • Use the slope-intercept form of linear equations to solve problems. 	
	M.3B communicate methods used, analyses conducted, and conclusions drawn for a data-analysis project by written report, visual display, oral report, or multi-media presentation; and	<ul style="list-style-type: none"> • Collect and organize data in a table. • Plot data in a scatterplot. • Recognize linear, quadratic, exponential patterns in paired data • 	
	M.3C determine the appropriateness of a model for making predictions from a given set of data	<ul style="list-style-type: none"> • Write an equation for a linear function given its slope and y-intercept and in slope-intercept form. • Interpret the slope and y-intercept of linear functions in contextual situations. 	

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		<ul style="list-style-type: none"> Use the slope-intercept form of linear equations to solve problems.
8.15 The students communicates about Grade 8 mathematics through informal and mathematical language, representations, and models	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models	

Subject Area	Math	Bundle #:	5
Grade/Level	Math Models	Weeks:	13-15
Overview			
Probability			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
M.4 The student uses probability models to describe everyday situations involving chance.	M.4A compare theoretical and empirical probability; and	<ul style="list-style-type: none"> Determine relative frequencies for a collection of data. Determine both theoretical and experimental probabilities. Simulate an experiment and observe the law of large numbers. Understand the properties of probabilities. Apply the multiplication principle of counting. Determine the sample space for a probability distribution. Display a sample space with a tree diagram. Recognize components of binomial experiment. Calculate binomial probabilities. 	

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<p>8.16 The student uses logical reasoning to make conjectures and verify conclusions.</p>	<p>A. make conjectures from patterns or sets of examples and nonexamples</p> <p>B. validate his/her conclusions using mathematical properties and relationships.</p>	
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Subject Area	Math	Bundle #:	6
Grade/Level	Math Models	Weeks:	16-18
Overview			
Growth and Decay			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>M.8 The student uses algebraic and geometric models to describe situations and solve problems.</p>	<p>M.8A use geometric models available through technology to model growth and decay in areas such as population, biology, and ecology;</p>	<ul style="list-style-type: none"> • Recognize an exponential function as a rule for applying a growth factor or a decay factor. • Graph exponential functions from numerical data. • Recognize exponential functions from equations. • Graph exponential functions from symbolic rules. • Determine the growth and decay factor for an exponential function represented by a table of values or an equation. • Graph exponential functions defined by $y = ab^x$, where $b > 0$ and $b \neq 1$. • Determine the doubling and halving time. • Determine annual growth or decay rate of an exponential function represented by a table of values or an equation. 	

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representations, and models	mathematical models;	
8.16 The student uses logical reasoning to make conjectures and verify conclusions.	<p>A. make conjectures from patterns or sets of examples and nonexamples</p> <p>B. validate his/her conclusions using mathematical properties and relationships.</p>	

Subject Area	Math	Bundle #:	7
Grade/Level	Math Models	Weeks:	19-21

Overview

Patterns and Structures

TEKS - Texas Knowledge & Skills

Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification
M.9 The student uses algebraic and geometric models to represent patterns and structures.	M.9A use geometric transformations, symmetry, and perspective drawings to describe mathematical patterns and structure in art and architecture; and	<ul style="list-style-type: none"> • Identify a tessellation. • Perform a transformation on a given figure. • Reflect, Translate, and Rotate a given figure. • Perform a glide reflection on a given figure. • Identify reflective and translational symmetry. • Recognize the geometric properties of similar triangles. • Use similar triangles in indirect measurement. • Recognize a golden rectangle by finding the golden ratio. • Recognize Fibonacci numbers and limit of the ratio of successive Fibonacci numbers. • Understand one- and two- point perspective. • Understand Desargues's Theorem.

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	<p>M.9B use geometric transformations, proportions, and periodic motion to describe mathematical patterns and structure in music.</p>	<ul style="list-style-type: none"> • Know the relationship between wavelength and frequency. • Determine the sine model for a given frequency.
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Subject Area	Math	Bundle #:	8
Grade/Level	Math Models	Weeks:	22-24

Overview

Personal Income		
TEKS - Texas Knowledge & Skills		
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification
<p>M.5 The student uses functional relationships to solve problems related to personal income</p>	<p>M.5A use rates, linear functions, and direct variation to solve problems involving personal finance and budgeting, including compensations and deductions;</p> <p>M.5B solve problems involving personal taxes; and</p>	<ul style="list-style-type: none"> • Apply rates directly to solve problems. • Use proportions to solve problems. • Use unit or dimensional analysis to solve problems. • Write the equation to define a function. • Determine the domain and range of a function. • Identify the independent and the dependent variables of a function. • Solve an equation numerically and graphically. • Solve an equation using an algebraic approach. <ul style="list-style-type: none"> • Solve an equation numerically, graphically, and using an algebraic approach. • Solve problems involving personal finances. • Define growth and decay factor. • Determine growth and decay factors from

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	<p>M.5C analyze data to make decisions about banking.</p>	<p>percent increases and decreases.</p> <ul style="list-style-type: none"> • Apply growth and decay factors to problems involving percent increases and decreases. • Define consecutive growth and decay factors. • Determine a consecutive growth or decay factor from two or more consecutive percent of change. • Apply consecutive growth and/or decay factors to solve problems involving percent changes. <ul style="list-style-type: none"> • Distinguish between simple and compound interest. • Apply the compound interest formula to determine the future and present value of a lump-sum investment earning compound interest. • Determine the future and present value using technology.
<p>8.14 The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p>	<p>A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;</p> <p>B. use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p>	<ul style="list-style-type: none"> • Analyze problems to decide the most effective way to find solutions of exponential application problems – compound interest, half-life, growth and decay problems. <p>See previous bundles</p>

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<p>8.15 The students communicates about Grade 8 mathematics through informal and mathematical language, representations, and models</p> <p>8.16 The student uses logical reasoning to make conjectures and verify conclusions.</p>	<p>C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</p> <p>A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models;</p> <p>A. make conjectures from patterns or sets of examples and nonexamples</p> <p>B. validate his/her conclusions using mathematical properties and relationships.</p>	
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Subject Area	Math	Bundle #:	9
Grade/Level	Math Models	Weeks:	25-27
Overview			
Amortization			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
M.6 The student uses algebraic formulas, graphs, and amortization models to solve problems involving credit.	M.6A analyze methods of payment available in retail purchasing and compare relative advantages and disadvantages of each option;	<ul style="list-style-type: none"> • Develop a mathematical model in the form of an equation. • Solve a problem by solving an equation. • Develop mathematical models to solve problems. • Write and solve equations of the form $ax + b = cx + d$. • Use the distributive property to solve equations involving grouping symbols. • Solve formulas for a specified variable. 	
	M.6B use amortization models to investigate home financing and compare buying and renting a home; and	<ul style="list-style-type: none"> • Determine the amount of the down payment and points in a mortgage. • Determine the monthly mortgage payment using a table. • Determine the total interest on a mortgage. • Prepare a partial amortization schedule of a mortgage. • Prepare a partial amortization schedule of a mortgage. • Determine if borrowers qualify for a mortgage. 	
	M.6C use amortization models to investigate automobile financing	<ul style="list-style-type: none"> • Determine the amount financed, the installment price, and the finance charge of 	

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<p>mathematical language, representations, and models</p> <p>8.16 The student uses logical reasoning to make conjectures and verify conclusions.</p>	<p>numerical, physical, or algebraic mathematical models;</p> <p>A. make conjectures from patterns or sets of examples and nonexamples</p> <p>B. validate his/her conclusions using mathematical properties and relationships.</p>	
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Subject Area	Math	Bundle #:	10
Grade/Level	Math Models	Weeks:	28-30
Overview			
Financial Planning			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>M.7 The student uses algebraic formulas, numerical techniques, and graphs to solve problems related to financial planning</p>	<p>M.7A analyze types of savings options involving simple and compound interest and compare relative advantages of these options</p> <p>M.7B analyze and compare coverage options and rates in insurance; and</p>	<ul style="list-style-type: none"> • Distinguish between an ordinary annuity and an annuity due. • Determine the future and present value of an ordinary annuity using a formula and technology. • Solve problems involving annuities. • Distinguish between term life insurance and permanent life insurance. • Determine the annual life insurance premium for different types of policies using a table. • Calculate the value of each of the no 	

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	<p>M.7C investigate and compare investment options including stocks, bonds, annuities, and retirement plans</p>	<p>forfeiture options for a cancelled permanent life insurance policy.</p> <ul style="list-style-type: none"> • Distinguish between simple and compound interest. • Apply the compound interest formula to determine the future value of a lump sum investment earning compound interest. • Determine the future value using technology. • Determine the effective interest rate. • Apply the present value formula in a given situation involving compound interest. • Determine the present value using technology. • Distinguish between an ordinary annuity and an annuity due. • Determine the future value of an ordinary annuity using a formula. • Determine the future and present value of an annuity due using technology. • Solve problems involving annuities. • Distinguish between a stock and a bond. • Read a stock listing. • Read a bond listing. • Calculate the price of bonds. • Solve problems involving stocks and bonds.
<p>8.14 The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p>	<p>A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;</p>	

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<p>8.15 The students communicates about Grade 8 mathematics through informal and mathematical language, representations, and models</p> <p>8.16 The student uses logical reasoning to make conjectures and verify conclusions.</p>	<p>B. use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</p> <p>A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models;</p> <p>A. make conjectures from patterns or sets of examples and nonexamples</p> <p>B. validate his/her conclusions using mathematical properties and relationships.</p>	
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Subject Area	Math	Bundle #:	11
Grade/Level	Math Models	Weeks:	31-33
Overview			
Trigonometry and Physical Laws			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
M.8 The student uses algebraic and geometric models to describe situations and solve problems.	M.8B use trigonometric ratios and functions available through technology to calculate distances and model periodic motion; and	<ul style="list-style-type: none"> • Identify the sides and corresponding angles of a right triangle. • Determine the length of the sides of similar right triangles using proportions. • Determine the sine, cosine, and tangent of an angle using a right triangle. • Determine the sine, cosine, and tangent of an acute angle by using the graphing calculator. • Identify complementary angles. • Demonstrate that the sine and cosine of complementary angles are equal. • Determine the inverse tangent of a number. • Determine the inverse sine and cosine of a number using the graphing calculator. • Identify the domain and range of the inverse sine, cosine, and tangent functions. • Determine the equation of a sine function that best fits the given data. • Make predictions using a sine regression equation. • Convert between degree and radian measure. • Identify the period and frequency of a function defined by $y=a \sin(bx)$ or $y=a \cos(bx)$ using the graph. 	

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	<p>M.8C use direct and inverse variation to describe physical laws such as Hook's, Newton's, and Boyle's laws.</p>	<ul style="list-style-type: none">• Evaluate functions of the form $y = ax^x$.• Graph functions of the form $y = ax^x$.• Interpret the coordinates of points on the graph of $y = ax^x$ in context.• Solve an equation of the form $ax^2 = c$ graphically and algebraically by taking the square roots.• Recognize the equivalent forms of the direct variation statement.• Determine the constant of proportionality in a direct variation problem.• Solve direct variation problems.• Recognize functions of the form $y = \frac{k}{x}, x \neq 0$, as nonlinear.• Recognize equations of the form $xy=k$ as inverse variations.• Graph an inverse variation relationship.• Solve equations of the form $\frac{a}{x} = b, x \neq 0$.• Graph an inverse variation function defined by an equation of the form $y = \frac{k}{x^n}$, where n is any positive integer.• Describe the properties of graphs having equation $y = \frac{k}{x^n}$.• Determine the constant of proportionality (also called the constant of variation).
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<p>8.14 The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p>	<p>A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;</p> <p>B. use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</p>	<ul style="list-style-type: none"> • Analyze problems to decide the most effective way to find solutions of rational application problems. • See previous bundles
<p>8.15 The students communicates about Grade 8 mathematics through informal and mathematical language, representations, and models</p>	<p>A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models;</p>	
<p>8.16 The student uses logical reasoning to make conjectures and verify conclusions.</p>	<p>A. make conjectures from patterns or sets of examples and nonexamples</p>	

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	<p>B. validate his/her conclusions using mathematical properties and relationships.</p>	
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Subject Area	Math	Bundle #:	12
Grade/Level	Math Models	Weeks:	34-36

Overview

Intro to Algebra 2

TEKS - Texas Knowledge & Skills		
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification
<p>2A.2 Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations</p>	<p>2A.2A use tools including factoring and properties of exponents to simplify expressions and to transform and solve equations; and</p>	<p>Properties of Exponents including:</p> <ul style="list-style-type: none"> • Powers of Zero $(a^0 = 1)$ • Negative exponents $(a^{-b} = 1/a^b)$ • Multiplying common bases $(a^x * a^y = a^{x+y})$ • Dividing common bases $(a^x/a^y = a^{x-y})$ • Power to power $((a^x)^y = a^{xy})$ <li style="padding-left: 20px;">$\sqrt[n]{a^b} = a^{\frac{b}{n}}$ • Rational exponents • Simplify and manipulate radicals
<p>A.11 Quadratic and other nonlinear function. The Student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations.</p>	<p>A.11A use patterns to generate the laws of exponents and apply them in problem-solving situations.</p>	