

Blind Brook School District
Math 1: Integrated Algebra
Math Standards Curriculum Alignment
August 2007

Unit 1: Real Number System and Algebraic Expressions, Equations and Inequalities
Time Frame: 20 days

Unit Outline:

- Order of operations: PEDMAS
- Absolute value and operations with integers
- Exponential expressions
- Variables
- Set-builder notation, interval notation, roster form
- Real number system
- Properties of the real number system, including binary operation tables
- Algebraic expressions and formulas: verbal \leftrightarrow algebraic
- Literal equations
- Linear equations and inequalities

Content Strands

- A.N.1 Identify and apply the properties of real numbers (closure, commutative, associative, distributive, identity, inverse) *Note: Students do not need to identify groups and fields, but students should be engaged in the ideas. Students will understand meanings of operations and procedures, and how they relate to one another.*
- A.A.29 Use set-builder notation and/or interval notation to illustrate the elements of a set, given the elements in roster form
- A.A.1 Translate a quantitative verbal phrase into an algebraic expression
- A.A.2 Write a verbal expression that matches a given mathematical expression
- A.N.6 Evaluate expressions involving absolute value(s), and exponential expression(s)
- A.A.3 Distinguish the difference between an algebraic expression and an algebraic equation
- A.A.4 Translate verbal sentences into mathematical equations or inequalities
- A.A.5 Write algebraic equations or inequalities that represent a situation
- A.A.22 Solve all types of linear equations in one variable
- A.A.24 Solve linear inequalities in one variable
- A.A.6 Analyze and solve verbal problems whose solution requires solving a linear equation in one variable or linear inequality in one variable
- A.A.21 Determine whether a given value is a solution to a given linear equation in one variable or linear inequality in one variable
- A.A.23 Solve literal equations for a given variable

Process Strands

- A.PS.1 Use a variety of problem solving strategies to understand new mathematical content
- A.PS.4 Use multiple representations to represent and explain problem situations (e.g., verbally, numerically, algebraically, graphically) *Students will apply and adapt a variety of appropriate strategies to solve problems.*
- A.PS.5 Choose an effective approach to solve a problem from a variety of strategies (numeric, graphic, algebraic)
- A.PS.10 Evaluate the relative efficiency of different representations and solution methods of a problem
- A.CM.12 Understand and use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale
- A.CN.8 Develop an appreciation for the historical development of mathematics
- A.CM.3 Present organized mathematical ideas with the use of appropriate standard notations, including the use of symbols and other representations when sharing an idea in verbal and written form.
- A.CM.8 Reflect on strategies of others in relation to one's own strategy
- A.CM.10 Use correct mathematical language in developing mathematical questions that elicit, extend, or challenge other students' conjectures
- A.CM.11 Represent word problems using standard mathematical notation
- A.CN.1 Understand and make connections among multiple representations of the same mathematical idea
- A.R.4 Select appropriate representations to solve problem situations
- A.R.5 Investigate relationships between different representations and their impact on a given problem

Vocabulary

Closure Property	Real Numbers	Subset	Denominator
Associative Property	Irrational Numbers	Set	Numerator
Commutative Property	Rational Numbers	Set Builder Notation	Fraction
Distributive Property	Natural Numbers (Counting)	Universal Set	Radical
Identity Property	Integer	Element	Multiple Representations
Inverse property	Field	Finite Sample Space	Simplest Form
Equivalent	Group	Algebraic Problem	Decimal
Number Theory	Connection	Arithmetic	Absolute Value
Equation	Interpretations	Operations	Procedure
Evaluate	Communicate	Algebraic Expression	Diagram
Formula	Organize	Algebraic Equation	Quotient
Expression	Translate	Coefficient	Ratio
Variable	Analyze	Linear Equation in one variable	Sum
Symbol	Formulate	Solution Set	
	Strategy		
	Explain		

Inequality Communicate Comprehension Conclusion Conjecture Decoding Standard mathematical Notation Technical Writing Numerically Verbally	Systematic Approach	Linear Inequality in one variable Literal equation Verbal Expression Algebraically Verbal Sentence Satisfies the equation Means Extremes	
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Unit 2: Exponents and Exponential Functions

Time Frame: 10 days

Unit Outline:

- Positive integral exponents
- Laws of exponents
- Scientific notation
- Exponential functions
- Exponential models

Content Strands

- A.N.4 Understand and use scientific notation to compute products and quotients of numbers
- A.A.12 Multiply and divide monomial expressions with a common base, using the properties of exponents *Note: Use integral exponents only.*
- A.A.9 Analyze and solve verbal problems that involve exponential growth and decay

Process Strands

- A.RP.3 Recognize when an approximation is more appropriate than an exact answer

Vocabulary

Conjecture Constraint Analyze	Quantitative Model Exponential Growth and Decay Integral Exponent Exponential Expression	Exponential Function Exponent Properties of Exponents Common Base Scientific notation
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Unit 3: Polynomials and Quadratics

Time Frame: 21 days

Unit Outline:

- Definitions and degree
- Operations on monomials and polynomials
- Factorization of polynomials: GCF, difference of 2 squares, quadratic, trinomials, completely
- Quadratic equations: solution using factoring and graphing
- Quadratic models
- Zeros, vertex, axis of symmetry of a quadratic function
- Sum and product of the roots

Content Strands

- A.A.13 Add, subtract, and multiply monomials and polynomials
- A.A.14 Divide a polynomial by a monomial or binomial, where the quotient has no remainder
- A.A.19 Identify and factor the difference of two perfect squares
- A.A.20 Factor algebraic expressions completely, including trinomials with a lead coefficient of one (after factoring a GCF)
- A.A.27 Understand and apply the multiplication property of zero to solve quadratic equations with integral coefficients and integral roots
- A.A.28 Understand the difference and connection between roots of a quadratic equation and factors of a quadratic expression
- A.A.8 Analyze and solve verbal problems that involve quadratic equations
- A.G.4 Identify and graph linear, quadratic (parabolic), absolute value, and exponential functions
- A.G.10 Determine the vertex and axis of symmetry of a parabola, given its graph (See A.A.41) *Note: The vertex will have an ordered pair of integers and the axis of symmetry will have an integral value.*
- A.A.41 Determine the vertex and axis of symmetry of a parabola, given its equation (See A.G.10)
- A.G.8 Find the roots of a parabolic function graphically *Note: Only quadratic equations with integral solutions.*

Process Strands

- A.CM.4 Explain relationships among different representations of a problem
- A.PS.1 Use a variety of problem solving strategies to understand new mathematical content
- A.PS.4 Use multiple representations to represent and explain problem situations (e.g., verbally, numerically, algebraically, graphically)
- A.PS.5 Choose an effective approach to solve a problem from a variety of strategies (numeric, graphic, algebraic)
- A.PS.10 Evaluate the relative efficiency of different representations and solution methods of a problem
- A.CM.12 Understand and use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale
- A.CN.8 Develop an appreciation for the historical development of mathematics

Vocabulary

Coefficient	Monomial	Factoring
Integral Coefficient	Binomial	Greatest Common Factor
Lead Coefficient	Trinomial	Difference of two perfect squares
Integral Roots	Polynomial	
Roots of an equation	Axis of symmetry	
Quadratic Equation	Ordered Pair	
Solution set(s)	Roots of a Parabolic Function	
Zeroes of a function	Vertex	
	Roots of a Quadratic Function	
	Zeros of a function	

Internet Resources:

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L381>

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L376>

Unit 4: Rational Expressions and Equations

Time Frame: 12 days

Unit Outline:

- Values that make a fraction undefined
- Simplification of fractions
- Operations on fractions with unlike monomial and like binomial denominators
- Equations involving fractional expressions: linear and quadratic
- Algebraic proportions: linear and quadratic

Content Strands

- A.A.15 Find values of a variable for which an algebraic fraction is undefined
- A.A.16 Simplify fractions with polynomials in the numerator and denominator by factoring both and renaming them to lowest terms
- A.A.18 Multiply and divide algebraic fractions and express the product or quotient in simplest form
- A.A.17 Add or subtract fractional expressions with monomial or like binomial denominators
- A.A.26 Solve algebraic proportions in one variable which result in linear or quadratic equations
- A.A.25 Solve equations involving fractional expressions [expressions with monomial or like binomial denominators which result in linear equations in one variable]
- A.N.5 Solve algebraic problems arising from situations that involve fractions, decimals, percents (decrease/increase and discount), and proportionality/direct variation

Process Strands

- A.CM.1 Communicate verbally and in writing a correct, complete, coherent, and clear design (outline) and explanation for the steps used in solving a problem
- A.CM.5 Communicate logical arguments clearly, showing why a result makes sense and why the reasoning is valid

Vocabulary

Fractional Expression	Lowest terms fraction
Proportionality/direct variation	Undefined
Profit	Appropriate Unit
Discount	Conversion
Percent of increase/decrease	error
Product	
Proportion	

Internet Resources:

<http://regentsprep.org>

<http://www.edhelper.com>

http://www.maths.mq.edu.au/numeracy/web_mums/module2/worksheet23/module2.pdf

<http://www.lphs.net/academics/math/□arley/algebraic%20fractions.doc>

http://www.lboro.ac.uk/research/helm/c_helm_backup_24nov03/helm_website/documents/wbol_blk06.pdf

Unit 5: Radical Expressions and Right Triangle Trig

Time Frame: 14days

Unit Outline:

- Simplification of radicals
- Operations on radicals
- Radical equations
- Pythagorean Theorem
- Definitions of trigonometric ratios: sine, cosine, tangent
- Acute angles of a right triangle: use SOH CAH TOA
- Sides of a right triangle: use SOH CAH TOA

Content Strands

- A.N.2 Simplify radical terms (no variable in the radicand)
- A.N.3 Perform the four arithmetic operations using like and unlike radical terms and express the result in simplest form
- A.A.45 Determine the measure of a third side of a right triangle using the Pythagorean theorem, given the lengths of any two sides
- A.A.42 Find the sine, cosine, and tangent ratios of an angle of a right triangle, given the lengths of the sides
- A.A.44 Find the measure of a side of a right triangle, given an acute angle and the length of another side
- A.A.43 Determine the measure of an angle of a right triangle, given the length of any two sides of the triangle

Process Strands

- A.R.6 Use mathematics to show and understand physical phenomena (e.g., find the height of a building if a ladder of a given length forms a given angle of elevation with the ground)
- A.CM.6 Support or reject arguments or questions raised by others about the correctness of mathematical work
- A.RP.10 Extend specific results to more general cases

Vocabulary:

Radical	Radicand	Like/Unlike radical terms
Proof	Angle of elevation	Right Angle
Refute	Angle of depression	Right triangle
	Angle	Hypotenuse
	Acute Angle	Legs of a right triangle
	Adjacent side/angles	Trigonometry
	Triangle	Opposite side/angle
		Pythagorean theorem
		Cosine
		Sine
		Tangent

Internet Resources:

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L622>

Unit 6: Coordinate Plane and Graphical Analysis

Time Frame: 20 days

Unit Outline:

- Function definition
- Domain and range/independent and dependent variables
- Vertical line test
- Function notation
- Graphical exploration of linear, quadratic, absolute value, and exponential functions
- Slope and y-intercept of constant and linear functions; slope-intercept and point-slope form; 2-point formula
- Horizontal and vertical lines
- Parallel lines and their slopes
- Direct variation
- Linear models with slope as rate of change and y-intercept as initial condition

Content Strands

- A.G.4 Identify and graph linear, quadratic (parabolic), absolute value, and exponential functions
- A.A.39 Determine whether a given point is on a line, given the equation of the line
- A.A.32 Explain slope as a rate of change between dependent and independent variables
- A.A.33 Determine the slope of a line, given the coordinates of two points on the line
- A.M.1 Calculate rates using appropriate units (e.g., rate of a space ship versus the rate of a snail)
- A.A.34 Write the equation of a line, given its slope and the coordinates of a point on the line
- A.A.35 Write the equation of a line, given the coordinates of two points on the line
- A.A.36 Write the equation of a line parallel to the x- or y-axis
- A.A.37 Determine the slope of a line, given its equation in any form
- A.A.38 Determine if two lines are parallel, given their equations in any form
- A.G.3 Determine when a relation is a function, by examining ordered pairs and inspecting graphs of relations
- A.G.5 Investigate and generalize how changing the coefficients of a function affects its graph

Process Strands

- A.PS.6 Use a variety of strategies to extend solution methods to other problems
- A.PS.7 Work in collaboration with others to propose, critique, evaluate, and value alternative approaches to problem solving
- A.PS.9 Interpret solutions within the given constraints of a problem
- A.R.1 Use physical objects, diagrams, charts, tables, graphs, symbols, equations, and objects created using technology as representations of mathematical concepts
- A.R.8 Use mathematics to show and understand mathematical phenomena (e.g., compare the graphs of the functions represented by the equations $y = x^2$ and $y = -x^2$)

Vocabulary

Chart Graph Table	Function Absolute Value Function Parabolic Function Quadratic Function	Constraint Graphically Parameter Pattern Refute Mathematical Visual Relation x-intercept y-intercept	Coordinates Line parallel to axes Parabola Parallel Slope x-axis y-axis
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Unit 7: Systems of Equations and Inequalities

Time Frame: 15 days

Unit Outline

- Linear-linear system of equations: algebraic and graphic solutions
- Linear-quadratic system of equations: algebraic and graphic solutions
- Graph of linear inequalities
- Linear-linear system of inequalities: graphic solution

Content Indicators

- A.G.6 Graph linear inequalities
- A.G.7 Graph and solve systems of linear equations and inequalities with rational coefficients in two variables (See A.A.10)
- A.A.40 Determine whether a given point is in the solution set of a system of linear inequalities
- A.A.10 Solve systems of two linear equations in two variables algebraically (See A.G.7)
- A.A.7 Analyze and solve verbal problems whose solution requires solving systems of linear equations in two variables
- A.G.9 Solve systems of linear and quadratic equations graphically *Note: Only use systems of linear and quadratic equations that lead to solutions whose coordinates are integers.*
- A.A.11 Solve a system of one linear and one quadratic equation in two variables, where only factoring is required *Note: The quadratic equation should represent a parabola and the solution(s) should be integers.*

Process Strands

- A.PS.7 Work in collaboration with others to propose, critique, evaluate, and value alternative approaches to problem solving
- A.CN.2 Understand the corresponding procedures for similar problems or mathematical concepts

Vocabulary:

Counter Example Solution Set	System of Linear Equations Systems of Linear Inequalities	Quadratic-Linear System of Equations
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Unit 8: Polygons, Circles and Solids

Time Frame: 9 days

Unit Outline:

- Perimeter and area of polygons: triangle, parallelogram, rectangle, rhombus, square, trapezoid, regular polygons
- Circumference and area of circles and semi-circles
- Arc length and area of a sector
- Surface area and volume of rectangular solids and cylinders
- Relative error in measurements
- Dimensional analysis
- Conversions

Content Strands

- A.M.2 Solve problems involving conversions within measurement systems, given the relationship between the units
- A.G.1 Find the area and/or perimeter of figures composed of polygons and circles or sectors of a circle *Note: Figures may include triangles, rectangles, squares, parallelograms, rhombi, trapezoids, circles, semi-circles, quarter-circles, and regular polygons (perimeter only).*
- A.G.2 Use formulas to calculate volume and surface area of rectangular solids and cylinders.
- A.M.3 Calculate the relative error in measuring square and cubic units, when there is an error in the linear measure.

Process Strands

- A.RP.4 Develop, verify, and explain an argument, using appropriate mathematical ideas and language
- A.RP.5 Construct logical arguments that verify claims or counterexamples that refute them
- A.RP.6 Present correct mathematical arguments in a variety of forms
- A.RP.7 Evaluate written arguments for validity
- A.CN.6 Recognize and apply mathematics to situations in the outside world

Vocabulary:

Area	Geometric Shape	Quadrilateral	Rectangular Solids
Spatial Reasoning	Circle	Parallelogram	Cylinder
Visualization	Quarter Circle	Rectangle	Volume
Surface Area	Semi Circle	Rhombus	
Volume	Sector	Square	
Cubic Unit	Polygon	Trapezoid	
Linear measure	Regular polygon		
Linear Unit	Pentagon		

Magnitude Measurement system Relative error Square unit Unit Mathematical Visual	Hexagon Octagon Nonagon Decagon		
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Unit 9: Probability
Time Frame: 12 days

Unit Outline:

- Definitions: random variable, outcome, sample space, event, probability of an event, complement of an event
- Experimental (empirical) probability of a simple event
- Probability simulations
- Theoretical probability of a simple event
- Probability of compound events: A and B (intersection), A or B (union)
- Venn diagrams
- Mutually exclusive, independent, and complementary events
- Conditional probability
- Counting principle and tree diagrams
- Permutations

Content Strands

- A.N.6 Evaluate expressions involving factorial(s)
- A.N.7 Determine the number of possible events, using counting techniques or the Fundamental Principle of Counting
- A.N.8 Determine the number of possible arrangements (permutations) of a list of items
- A.S.19 Determine the number of elements in a sample space and the number of favorable events
- A.S.22 Determine, based on calculated probability of a set of events, if:
- some or all are equally likely to occur
 - one is more likely to occur than another
 - whether or not an event is certain to happen or not to happen
- A.S.20 Calculate the probability of an event and its complement
- A.A.30 Find the complement of a subset of a given set, within a given universe
- A.A.31 Find the intersection of sets (no more than three sets) and/or union of sets (no more than three sets)
- A.S.21 Determine empirical probabilities based on specific sample data
- A.S.18 Know the definition of conditional probability and use it to solve for probabilities in finite sample spaces
- A.S.23 Calculate the probability of:
- a series of independent events
 - a series of dependent events
 - two mutually exclusive events
 - two events that are not mutually exclusive

Process Strands

- A.RP.1 Recognize that mathematical ideas can be supported by a variety of strategies
- A.RP.2 Use mathematical strategies to reach a conclusion and provide supportive arguments for a conjecture
- A.RP.11 Use a Venn diagram to support a logical argument
- A.CM.9 Formulate mathematical questions that elicit, extend, or challenge strategies, solutions, and/or conjectures of others
- A.CM.2 Use mathematical representations to communicate with appropriate accuracy, including numerical tables, formulas, functions, equations, charts, graphs, Venn diagrams, and other diagrams
- A.CN.3 Model situations mathematically, using representations to draw conclusions and formulate new situations

Vocabulary

Validity	Probability	Complement
Bias	Calculated Probability	Dependent Event
Fundamental principle of Counting	Conditional Probability	Independent Event
Factorial	Empirical Probability	Dependent Variable
Arrangements (permutations)	Theoretical Probability	Independent Variable
sample space	Experimental Design	Favorable Event
	Union of sets	Mutually Exclusive Events
	Venn Diagram	Events Not Mutually Exclusive
	Complement of a subset	

Internet Resources:

www.mathgoodies.com
<http://jc-schools.net/PPTs-math.html>
www-stat.stanford.edu/~susan/surprise/
www.regentsprep.org

Unit 10: Statistics
Time Frame: 20 days

Unit Outline

- Qualitative and quantitative data
- Univariate and bivariate data
- Measures of central tendency - mean, median, mode – including when to use them
- Tables: frequency distribution, cumulative frequency distribution
- Graphs: histogram, cumulative frequency histogram, box-whisker plot – including drawing them
- Quartiles, percentiles, and outliers
- Conclusions from data: correlation, causation, biased data
- Real life graphs
- Scatter plot and correlation
- Linear regression: line of best fit
- Linear models (including calculating rates)

Content Strands

- A.S.1 Categorize data as qualitative or quantitative
- A.S.2 Determine whether the data to be analyzed is univariate or bivariate
- A.S.3 Determine when collected data or display of data may be biased
- A.S.4 Compare and contrast the appropriateness of different measures of central tendency for a given data set
- A.S.16 Recognize how linear transformations of one-variable data affect the data's mean, median, mode, and range
- A.S.11 Find the percentile rank of an item in a data set and identify the point values for first, second, and third quartiles
- A.S.6 Understand how the five statistical summary (minimum, maximum, and the three quartiles) is used to construct a box-and-whisker plot
- A.S.5 Construct a histogram, cumulative frequency histogram, and a box-and-whisker plot, given a set of data
- A.S.9 Analyze and interpret a frequency distribution table or histogram, a cumulative frequency distribution table or histogram, or a box-and-whisker plot
- A.S.12 Identify the relationship between the independent and dependent variables from a scatter plot (positive, negative, or none)
- A.S.7 Create a scatter plot of bivariate data
- A.S.8 Construct manually a reasonable line of best fit for a scatter plot and determine the equation of that line
- A.S.17 Use a reasonable line of best fit to make a prediction involving interpolation or extrapolation
- A.S.13 Understand the difference between correlation and causation
- A.S.14 Identify variables that might have a correlation but not a causal relationship

- A.S.15 Identify and describe sources of bias and its effect, drawing conclusions from data
- A.S.10 Evaluate published reports and graphs that are based on data by considering: experimental design, appropriateness of the data analysis, and the soundness of the conclusions

Process Strands

- A.PS.2 Recognize and understand equivalent representations of a problem situation or a mathematical concept
- A.PS.3 Observe and explain patterns to formulate generalizations and conjectures
- A.PS.8 Determine information required to solve a problem, choose methods for obtaining the information, and define parameters for acceptable solutions
- A.RP.8 Support an argument by using a systematic approach to test more than one case
- A.RP.9 Devise ways to verify results or use counterexamples to refute incorrect statements
- A.RP.10 Extend specific results to more general cases
- A.RP.12 Apply inductive reasoning in making and supporting mathematical conjectures
- A.CM.7 Read and listen for logical understanding of mathematical thinking shared by other students
- A.CM.13 Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing
- A.CN.4 Understand how concepts, procedures, and mathematical results in one area of mathematics can be used to solve problems in other areas of mathematics
- A.CN.5 Understand how quantitative models connect to various physical models and representations
- A.CN.7 Recognize and apply mathematical ideas to problem situations that develop outside of mathematics
- A.R.2 Recognize, compare, and use an array of representational forms
- A.R.3 Use representation as a tool for exploring and understanding mathematical ideas
- A.R.7 Use mathematics to show and understand social phenomena (e.g., determine profit from student and adult ticket sales)

Vocabulary:

appropriateness biased bivariate univariate categorize causation extrapolation five statistical summary frequency distribution interpolation series	box-and-whisker plot cumulative frequency distribution table histogram cumulative frequency histogram line of best fit scatter plot	table central tendency correlation data experimental design maximum mean measure of central tendency median minimum mode percentile rank qualitative quantitative quartiles (specifically: first, second, third or lower, middle, upper) range linear transformation	Generalization Approximation Argument Claim Conclusion Conjecture Extend
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References from statistics packet (Exploring Data using the TI-83 Plus):

Investigating Data Sets	A.S. 1, 2, 4, 5, 6, 9, 11
Center Shape and Spread	A.S. 2, 5, 9
Box-and-Whisker (p. 39, 40, 41, 42)	A.S. 5, 6, 9
Histogram Using month Data	A.S. 5, 6, 9
Cheerios	A.S. 4, 5, 6, 9, 11
Tie-the-Knot Lab	A.S. 7, 8, 12, 17
Getting The Blues	A.S. 7, 8, 12, 17
Barbie Bungee Drop	A.S. 7, 8, 12, 17
Finding The Best Fit Line of Exponential Data	A.S. 7, 8, 12, 17
Lab ...Data Analysis	A.S. 7, 8, 12, 17
High School Senior Vs. College Freshman GPA's	A.S. 7, 8, 12, 17
Asteroid Activity	A.S. 7, 8, 12, 17
Chirping Frequency & Temp. for striped Ground cricket	A.S. 7, 8, 12, 17
Avg. Atmospheric Concentrations of CO2	A.S. 7, 8, 12, 17
Quinine Lab	A.S. 7, 8, 12, 17
Bridges	A.S. 7, 8, 12, 17
Spring Lab	A.S. 7, 8, 12, 17
Do Tall People run Faster Than Short people	A.S. 7, 8, 12, 17
Is Old Faithful Faithful?	A.S. 7, 8, 12, 17
Modeling Exponential Data using Growth and Decay Lab	A.S. 12, 13, 14
Growth & Decay: Growth	A.S. 12, 13, 14
Growth & Decay: Decay	A.S. 12, 13, 14
Survivor Lab	A.S. 12, 13, 14
Power Regression	A.S. 12, 13, 14

Other References:

Textbook	Performance Indicator(s)	Section # or Page #
Freeman: The Practice of Statistics by Yates et. al. (1999)	A.S.3	Chapter 5 p. 245-248
	A.S.10	Chapter 5
	A.S.15	Chapter 5 p. 256-261

Other websites for multiple topics:

<http://www.mathbits.com>
<http://members.cox.net/powerpoint1/index.htm>
<http://jc-schools.net/ppt.html>
www.jmap.org
www.regentsprep.org