

**Prentice Hall Mathematics, Algebra 1 © 2009**  
**Correlated to:**  
**The Pennsylvania Math Assessment Anchors and Eligible Content**  
**(Grade 11)**

***Prentice Hall Mathematics, Algebra 1 Program Organization***

*Prentice Hall Mathematics* supports student comprehension of the mathematics by providing well organized sequence of the content, structure of the daily lesson, systematic direct instruction, and teacher support provided for each lesson.

**Content Sequence** - Prentice Hall is organized with the goal of addressing all of the mathematics standards through direct and effective instruction, building concept upon concept, skill upon skill in an order that is pedagogically sound. The Table of Contents shows the smooth flow of the book, with prerequisite skills and concepts presented before the more complex topics that depend on them.

**Starting the Chapter** - Every chapter begins by reviewing the previous standards that have been learned and overviewing the standards that will be covered in the chapter. New Vocabulary is identified to prepare students for the chapter. Finally, *Check Your Readiness* questions assess student understanding of necessary prerequisite skills and identifies which lesson they can go to for any necessary remediation.

**Lesson Organization** - The daily lesson is structured and presented in a consistent format that enables teachers to effectively present the content and monitor student understanding.

- The **Instant Check System** is a system of assessments that helps ensure standards mastery. It is comprised of assessments to use before, during, and after instruction so teachers can easily and effectively monitor student understanding.
  - Each lesson begins with *Check Skills You'll Need* to ensure students have the necessary prerequisite skills for success in the lesson. A Go for Help reference directs them to a previous lesson if remediation is necessary.
  - *Check Skills* questions after every single example provide a way to check student understanding during instruction.
  - Finally, *Checkpoint Quizzes* occur after instruction to continually monitor student progress.
- **Daily Standards Practice** is provided with a comprehensive exercise set following every lesson. Each exercise set is leveled to ensure a variety of practice. **Test Prep and Mixed Review** ensures students also have a daily opportunity to practice concepts and skills previously mastered.

**Concluding the Chapter** - The following features conclude each chapter, providing opportunities for students to review all standards and demonstrate mastery. This part of the systematic instruction provides regular opportunities for review and practice and ensures focus on and mastery of the Standards.

- **Chapter Review** – The Chapter Review serves as a chapter study guide for students by reviewing the key concepts covered in each lesson and providing an opportunity to practice. In addition, key vocabulary is reviewed.
- **Chapter Test** – Students demonstrate their understanding of the entire chapter by completing this practice chapter test.
- **Standardized Test Prep Cumulative Practice** – This provides a regular opportunity for students to practice and demonstrate mastery of all the standards that have been covered. If remediation is necessary, students are directed to a previous lesson where each concept was taught.

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**Assessment**

*Prentice Hall Mathematics* provides teachers with the assessment tools needed to inform instruction and document student progress.

The **Progress Monitoring Assessments** contains all the program assessments needed to evaluate student understanding, monitor student progress, and inform future instruction. The following assessments are included:

- **Formative Assessments**
  - Screening Test – check student readiness at the beginning of the school year
  - Benchmark Tests – monitor student progress
  - Test-Taking Strategy Practice Masters – provide opportunities to improve problem-solving skills
- **Summative Assessments** – *All the summative assessments are provided in two forms – on-level and basic versions. Both forms fully assess student progress on the course content, but the basic versions have been modified for special needs students.*
  - Quarter Tests – on-level and basic versions
  - Mid-Course Tests – on-level and basic versions
  - Final Tests – on-level and basic versions

The **Test Preparation Workbook** contains review lessons and multiple-choice practice tests.

Technology, such as the **ExamView® CD-ROM**, allows teachers to create customized assessment, with all test items correlated to state standards.

### **Universal Access**

*Prentice Hall Mathematics* provides better solutions for meeting the needs of every student in the classroom. Universal Access can be fostered by modifying instruction to address individual needs, and provided adapted resources when appropriate. Prentice Hall uses a systematic method for labeling and identifying resources and instructional support. This consistency helps teachers easily identify and choose the appropriate support for specific populations of students. The Teacher's Edition provides universal access strategies in detailed daily lesson plans, and daily teaching notes to help differentiate the lesson for all learners, including special needs, below level, advanced and English Language Learners. Chapter-level support pages provide teachers with an easy-to-read overview of the chapter resources available and suggest ways in the instructional lesson to use the resources. Key ancillaries to support universal access include the All-in-One Teaching Resources and the All-in-One Student Workbooks. The Teaching Resources include leveled practice for every lesson and daily activity labs. The All-in-One Student Workbook, available as both on-level and adapted for special needs, includes daily notetaking, daily practice, daily guided problem solving, and vocabulary support.

### **Instructional Planning and Support**

*Prentice Hall Mathematics* is designed to provide teachers the tools needed to effectively and easily implement the program in the classroom.

**A Road Map for Planning the Year** - A Leveled Pacing Chart is provided in the Teacher's Edition that lays out a plan for teaching all the mathematics content standards. It suggests time to spend on each Chapter, and offers support for adjusting the instruction to meeting the pacing needs of all students.

**Planning a Chapter** - The Teacher's Edition begins each chapter with a series of planning pages. These pages provide an overview of the chapter and make it easy to determine how to individualize lessons for specific students.

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**Planning Daily Instruction** - Teachers can use a variety of program materials to organize their teaching. The primary planning tools are the Teacher's Edition and the Teacher Center Planning CD-ROM. The Teacher's Edition includes step-by-step, daily support for directing instruction. Support is organized systematically around a 4-step teaching plan of Plan, Teach, Practice, and Assess/Reteach.

**Instructional Tools to Plan, Teach, and Assess:**

- **Core Components**
  - **Student Edition** – Thorough coverage of the standards, with built-in assessments and ongoing student support
  - **Teacher's Edition** – Provides comprehensive support for planning, teaching, and providing Universal Access
- **Teacher Support**
  - **All-in-One Teaching Resources** - All teaching resources are in one convenient place. Includes leveled practice, chapter projects, alternative assessments, cumulative reviews, guided problem solving masters, and vocabulary support.
  - **Progress Monitoring Assessments** – Provides support for formative and summative assessment, with comprehensive resources for monitoring progress on the standards.
  - **Test Preparation Workbook** – Provides instruction and practice on specific test taking strategies.
  - **Teacher Center CD-ROM** – The one-stop solution for planning, teaching, and assessing. The following resources are part of the Teacher Center:
    - **Planning CD-ROM** – Powerful lesson planning software, Teacher's Edition, and Teaching Resources.
    - **Presentation CD-ROM** – Complete support for digital presentations of lessons including videos, activities, stepped-out examples, quick check assessments, and online active math
    - **MindPoint Quiz Show** – Animated game show review for chapter level mathematics
  - **ExamView Test Generator CD-ROM** – Allows teachers to quickly and easily generate tests correlated to the standards.
- **Student Support**
  - **All-in-One Student Workbook** –
    - Structured daily notetaking pages for every lesson
    - Practice for every lesson
    - Guided problem solving pages for every lesson with scaffolded questions
    - Vocabulary and study skills focusing on key mathematical vocabulary
  - **All-in-One Student Workbook, Adapted Version** – Adapted for special needs students. Includes all the resources in the regular All-in-One Student Workbooks, in an adapted form.
  - **Student Center Online** – Complete interactive textbook with videos built-in at point-of-use, digital activities, stepped-out examples, vocabulary support – and more. Also includes the All-in-One Student Workbooks.
  - **Companion Websites** - Grants instant access to a wealth of resources to support learning including vocabulary quizzes, lesson quizzes, data updates, tutorials, chapter tests, and homework video tutors.
- **Transparency Package**
  - **Classroom Aid Transparencies** - Full-color multi-use transparencies such as graphs, fraction strips, and manipulatives
  - **Additional Examples on Transparencies**
  - **Daily Skills Check and Lesson Quiz Transparencies**
  - **Standards Review Transparencies**
  - **Student Edition Answers on Transparencies**

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<b>PENNSYLVANIA MATH ASSESSMENT ANCHORS AND ELIGIBLE CONTENT</b>	<b>Prentice Hall Mathematics, Algebra 1 © 2009</b>
<b>M11.A Numbers and Operations</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M11.A.1</b> Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	
<b>M11.A.1.1</b> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, exponents and scientific notation). Reference: 2.1.8.A, 2.1.8.B, 2.1.11.A	<b>SE/TE:</b> Direct Instruction: 9-15, 16, 17-23, 58-60, 64-66, 71, 166-167, 168-173, 176-180, 436-440, 476-478, 616-621; Application, Practice, and Review: 63, 69, 90, 93, 109-110, 112, 113, 116, 124, 132, 181, 193, 435, 446, 486, 488, 672, 762
<b>ELIGIBLE CONTENT</b>	
<b>M11.A.1.1.1</b> Find the square root of an integer to the nearest tenth using either a calculator or estimation.	<b>SE/TE:</b> Direct Instruction: 176-180, 181-183, 188-189, 616-621, 622-628; Application, Practice, and Review: 186 (Ex. 49), 187, 193, 194, 634, 636, 643, 655-656, 658
<b>M11.A.1.1.2</b> Express numbers and/or simplify expressions using scientific notation (including numbers less than 1).	<b>SE/TE:</b> Direct Instruction: 436-440, 449, 454, 456-459; Application, Practice, and Review: 445-446, 451-452, 473, 482, 486, 488, 489, 517, 539, 570
<b>M11.A.1.1.3</b> Simplify square roots. (e.g., $\sqrt{24} = 2\sqrt{6}$ )	<b>SE/TE:</b> Direct Instruction: 176-180, 181-183, 188-189, 616-621, 622-628; Application, Practice, and Review: 186 (Ex. 49), 187, 193, 194, 634, 636, 643, 655-656, 658
<b>M11.A.1.2</b> Apply number theory concepts to show relationships between real numbers in problem solving settings. Reference: 2.1.8.E	<b>SE/TE:</b> 17-18, 176-180, 616-621; Application, Practice, and Review: 32, 48, 50, 90, 187, 193, 194
<b>ELIGIBLE CONTENT</b>	
<b>M11.A.1.2.1</b> Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.	<b>SE/TE:</b> Direct Instruction: 501-503, 525, 536, 688-689, 693; Application, Practice, and Review: 510, 524, 534, 542, 544, 692, 716, 718
<b>M11.A.1.3</b> Estimate the value of an irrational number. Reference: 2.2.8.C	<b>SE/TE:</b> Direct Instruction: 18, 176-180, 182, 185-186, 188-189, 654; Application, Practice, and Review: 48, 50, 187, 193, 194
<b>ELIGIBLE CONTENT</b>	
<b>M11.A.1.3.1</b> Locate/identify irrational numbers at the approximate location on a number line.	Students estimate the values of irrational numbers. <b>SE/TE:</b> Direct Instruction: 176-180, 182, 185-186, 188-189, 654; Application, Practice, and Review: 187, 193, 194

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<b>M11.A.1.3.2</b> Compare and/or order any real numbers (rational and irrational may be mixed).	<b>SE/TE:</b> Direct Instruction: 19, 21-22, 200-205; Application, Practice, and Review: 54, 63, 139, 177-178, 180, 187, 194, 198, 206, 217, 235, 239-240, 246, 247, 489, 552
<b>ASSESSMENT ANCHOR</b>	
<b>M11.A.2</b> Understand the meanings of operations, use operations and understand how they relate to each other.	
<b>M11.A.2.1</b> Apply ratio and/or proportion in problem-solving situations. Reference: 2.2.11.A, 2.8.11.P	<b>SE/TE:</b> 142-148, 149-155, 156-157, 159-165, 166-167, 168-173, 175, 277-283, 298, 308-315, 398-401; Application, Practice, and Review: 192-193, 194, 195, 275, 302, 303, 365, 368, 624-625, 639-642
<b>ELIGIBLE CONTENT</b>	
<b>M11.A.2.1.1</b> Solve problems using operations with rational numbers including rates and percents (single and multi-step and multiple procedure operations) (e.g., distance, work and mixture problems, etc.).	<b>SE/TE:</b> 142-148, 149-155, 156-157, 159-165, 166-167, 168-173, 175, 277-283, 298, 308-315, 398-401; Application, Practice, and Review: 192-193, 194, 195, 275, 302, 303, 365, 368, 639-642
<b>M11.A.2.1.2</b> Solve problems using direct and inverse proportions.	<b>SE/TE:</b> 142-148, 149-155, 156-157, 166-167, 277-283, 284-290, 291; Application, Practice, and Review: 192, 194, 297, 301, 302, 303, 624-625
<b>M11.A.2.1.3</b> Identify and/or use proportional relationships in problem solving settings.	<b>SE/TE:</b> 142-148, 149-155, 156-157, 166-167, 277-283, 284-290, 291; Application, Practice, and Review: 192, 194, 297, 301, 302, 303, 624-625
<b>M11.A.2.2</b> Use exponents, roots and/or absolute value to solve problems. Reference: 2.1.11.A	<b>SE/TE:</b> Direct Instruction: 9-15, 16, 20-22, 65-68, 176-180, 181-183, 188-189, 235-240, 358, 359-363, 430-435, 436-440, 441-446, 447-452, 453-459, 468-470, 616-621, 622-628; Application, Practice, and Review: 23, 32, 46, 48, 50, 54, 63, 75-76, 85, 90, 109, 112, 186 (Ex. 49), 187, 193, 194, 211, 225, 245, 246, 247, 250, 367, 368, 379, 473, 476-477, 479, 485-486, 488, 489, 634, 636, 643, 655-656, 658
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<b>M11.A.2.2.1</b> Simplify/evaluate expressions involving positive and negative exponents, roots and/or absolute value (may contain all types of real numbers - exponents should not exceed power of 10).	<b>SE/TE:</b> Direct Instruction: 9-15, 16, 20-22, 65-68, 176-180, 181-183, 188-189, 235-240, 358, 359-363, 430-435, 436-440, 441-446, 447-452, 453-459, 468-470, 616-621, 622-628; Application, Practice, and Review: 23, 32, 46, 48, 50, 54, 63, 75-76, 85, 90, 109, 112, 186 (Ex. 49), 187, 193, 194, 211, 225, 245, 246, 247, 250, 367, 368, 379, 473, 476-477, 479, 485-486, 488, 489, 634, 636, 643, 655-656, 658
<b>M11.A.2.2.2</b> Simplify/evaluate expressions involving multiplying with exponents (e.g. $x^6 \cdot x^7 = x^{13}$ ), powers of powers (e.g., $(x^6)^7 = x^{42}$ ) and powers of products ( $(2x^2)^3 = 8x^6$ (positive exponents only)).	<b>SE/TE:</b> Direct Instruction: 430-435, 436-440, 441-446, 447-452, 453-459, 513-517; Application, Practice, and Review: 468, 473, 482, 485-486, 488, 489, 492, 499, 503, 510, 533, 539, 556, 570, 584
<b>ASSESSMENT ANCHOR</b>	
<b>M11.A.3</b> Compute accurately and fluently and make reasonable estimates.	
<b>M11.A.3.1</b> Apply the order of operations in computation and in problem-solving situations. Reference: 2.2.8.A	<b>SE/TE:</b> Direct Instruction: 9-15, 16; Application, Practice, and Review: 21-23, 32, 37, 48, 50, 54, 61-63, 67-68, 74-76, 79, 85, 86, 90, 110, 112, 113, 124, 131-13, 178-180, 433-435, 436, 440, 444, 452, 459
<b>ELIGIBLE CONTENT</b>	
<b>M11.A.3.1.1</b> Simplify/evaluate expressions using the order of operations to solve problems (any rational numbers may be used).	<b>SE/TE:</b> Direct Instruction: 9-15, 16; Application, Practice, and Review: 21-23, 32, 37, 48, 50, 54, 61-63, 67-68, 74-76, 79, 85, 86, 90, 110, 112, 113, 124, 131-13, 178-180, 433-435, 436, 440, 444, 452, 459
<b>M11.A.3.2</b> Use estimation strategies in problem-solving situations. Reference: 2.2.11.B, 2.2.11.D	<b>SE/TE:</b> Direct Instruction: 177-180, 483, 654; Application, Practice, and Review: 38, 124, 177-178, 215, 224, 266, 314, 355, 385, 481, 486, 561, 645, 757
<b>ELIGIBLE CONTENT</b>	
<b>M11.A.3.2.1</b> Use estimation to solve problems	<b>SE/TE:</b> Direct Instruction: 177-180, 483, 654; Application, Practice, and Review: 38, 124, 177-178, 215, 224, 266, 314, 355, 385, 481, 486, 561, 645, 757
<b>M11.B Measurement</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M11.B.1</b> Apply appropriate techniques, tools and formulas to determine measurements.	
<b>M11.B.1.1</b> Use and/or compare measurements of angles. Reference: 2.3.11.A, 2.3.11.B	<b>SE/TE:</b> Direct Instruction: 130, 135, 137, 150, 650-653; Application, Practice, and Review: 657, 658, 764
<b>ELIGIBLE CONTENT</b>	

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<b>M11.B.1.1.1</b> Measure and/or compare angles in degrees (up to 360°) (protractor must be provided or drawn).	<b>SE/TE:</b> Direct Instruction: 130, 135, 137, 150, 650-653; Application, Practice, and Review: 657, 658, 764
<b>M11.B.1.1.2</b> Use and/or develop procedures to determine or describe measures of perimeter, circumference, area, surface area and/or volume. (May require conversions within the same system.)Reference: 2.3.8.A, 2.3.8.D	<b>SE/TE:</b> Direct Instruction: 156-157, 174, 511; Application, Practice, and Review: 9, 12-15, 16, 97, 113, 127, 130, 154, 158, 165, 169-172, 179-180, 220, 266-267, 274, 281, 288, 436, 444-446, 450-452, 497, 500, 503, 505, 508-509, 512, 515-516, 522-523, 532, 539, 542, 544, 555, 583, 605, 609, 626, 675, 680, 685, 765, 786
<b>ELIGIBLE CONTENT</b>	
<b>M11.B.1.2.1</b> Calculate the surface area of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.	<b>SE/TE:</b> Direct Instruction: 157; Application, Practice, and Review: 450, 452, 583, 675
<b>M11.B.1.2.2</b> Calculate the volume of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.	<b>SE/TE:</b> Direct Instruction: 157, 174; Application, Practice, and Review: 16, 170-172, 436, 445-446, 450, 503, 509, 516, 539, 605, 675, 680, 685
<b>M11.B.1.2.3</b> Estimate area, perimeter or circumference of an irregular figure.	<b>SE/TE:</b> Application, Practice, and Review: 12, 179-180, 274, 446, 497-498, 508, 511, 515, 517, 533, 544, 583, 675
<b>M11.B.1.2.4</b> Find the measurement of a missing length given the perimeter, circumference, area or volume.	<b>SE/TE:</b> Direct Instruction: 141; Application, Practice, and Review: 138, 219, 222, 224, 232, 383-384, 386, 400-401, 409, 413, 415, 422, 424, 498, 536-538, 543, 569, 571, 574-576, 583, 589, 591, 608-609, 610, 632, 654, 656, 683
<b>M11.B.1.3</b> Describe how a change in one dimension of a figure (2 or 3 dimensional) affects other measurements of that figure. Reference: 2.3.8.E	<b>SE/TE:</b> Direct Instruction: 156-157, 174; Application, Practice, and Review: 13 (Ex. 14), 15 (Ex. 73b), 169-172, 266 (Ex. 11), 267 (Ex. 26), 274 (Ex. 31), 281 (Ex. 22), 288, 450, 516, 574, 605
<b>ELIGIBLE CONTENT</b>	
<b>M11.B.1.3.1</b> Describe how a change in the linear dimension of a figure affects its perimeter, circumference, area or volume. How does changing the length of the radius of a circle affect the circumference of the circle? How does changing the length of the edge of a cube affect the volume of the cube? How does changing the length of the base of a triangle affect the area of the triangle?	<b>SE/TE:</b> Direct Instruction: 156-157, 174; Application, Practice, and Review: 13 (Ex. 14), 15 (Ex. 73b), 169-172, 266 (Ex. 11), 267 (Ex. 26), 274 (Ex. 31), 281 (Ex. 22), 288, 450, 516, 574, 605

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<b>M11.C Geometry</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M11.C.1</b> Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	
<b>M11.C.1.1</b> Identify and/or use parts of circles and segments associated with circles. Reference: 2.9.11.F	<b>SE/TE:</b> Direct Instruction: 39, 612-613; Application, Practice, and Review: 288, 555, 773
<b>ELIGIBLE CONTENT</b>	
<b>M11.C.1.1.1</b> Identify and/or use the properties of a radius, diameter and/or tangent of a circle (given numbers should be whole.)	<b>SE/TE:</b> Direct Instruction: 39, 612-613; Application, Practice, and Review: 288, 555, 773
<b>M11.C.1.1.2</b> Identify and/or use the properties of arcs, semicircles, inscribed angles and/or central angles.	<b>SE/TE:</b> Direct Instruction: 39, 612-613; Application, Practice, and Review: 773
<b>M11.C.1.2</b> Recognize and/or apply properties of angles, triangles and quadrilaterals. Reference: 2.9.8.D, 2.9.11.C	<b>SE/TE:</b> Direct Instruction: 149-155, 181-187, 188-189, 210, 511, 644-645, 646-649, 650-653, 654; Application, Practice, and Review: 9, 12-13, 15, 97, 113, 127, 130, 154-155, 158, 165, 169, 179-180, 192-193, 194, 220, 267, 274, 288 (Ex. 36), 444, 446, 451, 464, 497-499, 500, 505, 508, 512, 515, 522-523, 532, 542, 544, 609, 626, 657, 658, 675, 680, 681
<b>ELIGIBLE CONTENT</b>	
<b>M11.C.1.2.1</b> Identify and/or use properties of triangles (e.g., medians, altitudes, angle bisectors, side/angle relationships, Triangle Inequality Theorem).	<b>SE/TE:</b> Direct Instruction: 149-155, 181-187, 188-189, 210, 464, 511, 644-645, 646-649, 650-653, 654; Application, Practice, and Review: 113, 130, 154-155, 165, 192-193, 194, 267, 274, 288 (Ex. 36), 444, 446, 451, 498, 508, 544, 626, 657, 658, 675, 681
<b>M11.C.1.2.2</b> Identify and/or use properties of quadrilaterals (e.g., parallel sides, diagonals, bisectors, congruent sides/angles and supplementary angles).	<b>SE/TE:</b> Direct Instruction: 511; Application, Practice, and Review: 9, 12-13, 15, 97, 127, 155, 158, 169, 179-180, 220, 267, 464, 497, 499, 500, 505, 508, 512, 515, 522-523, 532, 542, 544, 609, 626, 675, 680
<b>M11.C.1.2.3</b> Identify and/or use properties of isosceles and equilateral triangles	<b>SE/TE:</b> Direct Instruction: 188; Application, Practice, and Review: 194, 288 (Ex. 36), 464, 626
<b>M11.C.1.3</b> Use properties of congruence, correspondence and similarity in problem-solving settings involving two- and three-dimensional figures. Reference: 2.9.11.B	<b>SE/TE:</b> Direct Instruction: 149-155, 156-157, 188-189, 644-645; Application, Practice, and Review: 192, 194
<b>ELIGIBLE CONTENT</b>	



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<b>M11.C.1.3.1</b> Identify and/or use properties of congruent and similar polygons or solids.	<b>SE/TE:</b> Direct Instruction: 149-155, 156-157, 188-189, 644-645; Application, Practice, and Review: 192, 194
<b>M11.C.1.4</b> Solve problems involving right triangles using the Pythagorean Theorem. Reference: 2.10.11.B	<b>SE/TE:</b> Direct Instruction: 181-187, 188-189, 654; Application, Practice, and Review: 193, 194, 681
<b>ELIGIBLE CONTENT</b>	
<b>M11.C.1.4.1</b> Find the measure of a side of a right triangle using the Pythagorean Theorem (Pythagorean Theorem included on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 181-187, 188-189, 654; Application, Practice, and Review: 193, 194, 681
<b>ASSESSMENT ANCHOR</b>	
<b>M11.C.2</b> Locate points or describe relationships using the coordinate plane.	
<b>M11.C.2.1</b> Solve problems using analytic geometry. Reference: 2.9.11.G	<b>SE/TE:</b> Direct Instruction: 24-25, 150, 152-153, 186, 262, 263-268, 269, 273-275, 276, 277, 281, 285-286, 289, 308-315, 316, 319-322, 324-328, 329, 337, 340-341, 345-348, 350-356, 357, 358, 466-467, 468-473, 474, 475-482, 483, 557-563, 564, 597-604, 605, 638-643, 664-670, 671; Application, Practice, and Review: 300, 302, 349, 365-367, 370-371, 722-723
<b>ELIGIBLE CONTENT</b>	
<b>M11.C.2.1.1</b> Calculate the distance and/or midpoint between 2 points on a number line or on a coordinate plane (formula provided on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 24-25, 186; Application, Practice, and Review: 178-179, 568
<b>M11.C.2.1.2</b> Relate slope to perpendicularity and/or parallelism (limit to linear algebraic expressions; slope formula provided on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 343-349; Application, Practice, and Review: 356, 367, 368, 379
<b>M11.D Algebraic Concepts</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M11.D.1</b> Demonstrate an understanding of patterns, relations and functions.	

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	<b>SE/TE:</b> Direct Instruction: 26, 27-32, 257-262, 263-268, 269, 270-275, 276, 277-283, 284-290, 291, 292-297, 324-328, 329, 358, 460-465, 466-467, 468-473, 474, 475-482, 483, 557-563, 564, 565, 597-604, 605, 638-643, 664-670, 671; Application, Practice, and Review: 48-49, 50, 69, 74, 271, 283, 300-301, 302, 341, 366, 368, 433, 441, 472, 487, 488, 607-608, 610, 657, 658, 715, 718, 722-723, 750
<b>M11.D.1.1</b> Analyze and/or use patterns or relations. Reference: 2.8.11.Q, 2.8.11.A, 2.8.11.O	<b>SE/TE:</b> Direct Instruction: 26, 27-32, 257-262, 263-268, 269, 270-275, 276, 277-283, 284-290, 291, 292-297, 324-328, 329, 358, 460-465, 466-467, 468-473, 474, 475-482, 483, 557-563, 564, 565, 597-604, 605, 638-643, 664-670, 671; Application, Practice, and Review: 48-49, 50, 69, 74, 271, 283, 300-301, 302, 341, 366, 368, 433, 441, 472, 487, 488, 607-608, 610, 657, 658, 715, 718, 722-723, 750
<b>ELIGIBLE CONTENT</b>	
<b>M11.D.1.1.1</b> Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.	<b>SE/TE:</b> Direct Instruction: 26, 27-32, 292-297, 460-465, 598-600; Application, Practice, and Review: 69, 74, 271, 283, 300-301, 302, 341, 433, 441, 472, 487, 488, 604, 685, 750
<b>M11.D.1.1.2</b> Determine if a relation is a function given a set of points or a graph.	<b>SE/TE:</b> Direct Instruction: 26, 27-32, 257-262, 263-268, 269, 270-275, 276, 277-283, 284-290, 291, 293-297, 324-328, 329, 358, 461-465, 466-467, 468-473, 474, 475-482, 483, 557-563, 564, 565, 597-604, 605, 638-643, 664-670, 671; Application, Practice, and Review: 48-49, 50, 74, 271, 283, 300-301, 302, 341, 366, 368, 472, 487, 488, 607-608, 610, 657, 658, 715, 718, 722-723, 750
<b>M11.D.1.1.3</b> Identify the domain, range or inverse of a relation (may be presented as ordered pairs or a table).	<b>SE/TE:</b> Direct Instruction: 27-32, 324-328, 638, 640, 672, 676; Application, Practice, and Review: 43, 48, 50, 466, 657, 658, 715, 718
<b>ASSESSMENT ANCHOR</b>	
<b>M11.D.2</b> Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.	

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<p><b>M11.D.2.1</b> Write, solve and/or graph linear equations and inequalities using various methods.            Reference: 2.8.8.F, 2.8.11.D, 2.8.11.H, 2.8.11.J, 2.8.11.N, 2.8.11.L, 2.8.11.K</p>	<p><b>SE/TE:</b> Direct Instruction: 119-124, 125, 126-132, 133, 134-139, 140-141, 142-148, 158-165, 200-205, 206-211, 212-217, 218, 219-225, 226, 227-232, 263-268, 269, 273-274, 276, 277, 308-315, 316, 317-323, 324-328, 329, 331, 333-335, 337, 339-341, 343-349, 350-356, 357, 374-379, 380, 404-410, 419; Application, Practice, and Review: 118, 155, 243-245, 246, 250, 286, 289, 299, 302, 365-367, 368, 372, 402</p>
<b>ELIGIBLE CONTENT</b>	
<p><b>M11.D.2.1.1</b> Solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).</p>	<p><b>SE/TE:</b> Direct Instruction: 227-232, 236-240; Application, Practice, and Review: 245, 246</p>
<p><b>M11.D.2.1.2</b> Identify or graph functions, linear equations or linear inequalities on a coordinate plane.</p>	<p><b>SE/TE:</b> Direct Instruction: 28, 30-31, 252-256, 258-260, 262, 263-268, 269, 273-275, 276, 277, 281, 285-286, 289, 308-315, 316, 319-322, 324-328, 329, 337, 340-341, 345-348, 350-356, 357, 358, 374-379, 380, 405-410, 411-418, 419, 420, 466-467, 468-473, 474, 475-482, 483, 557-563, 564, 597-604, 605, 638-643, 664-670, 671; Application, Practice, and Review: 300, 302, 349, 365-367, 370-371, 386, 421, 423, 424, 722-723</p>
<p><b>M11.D.2.1.3</b> Write, solve and/or apply a linear equation (including problem situations).</p>	<p><b>SE/TE:</b> Direct Instruction: 119-124, 125, 126-132, 133, 134-139, 140-141, 142-148, 158-165, 308-315, 316, 319-323, 324-328, 329, 330-335, 336-341, 342, 343-349, 350-356, 357; Application, Practice, and Review: 118, 155, 250, 363, 365-367, 368, 370-371</p>
<p><b>M11.D.2.1.4</b> Write and/or solve systems of equations using graphing, substitution and/or elimination (limit systems to 2 equations).</p>	<p><b>SE/TE:</b> Direct Instruction: 381, 382-386, 387-393, 411-418, 419, 577; Application, Practice, and Review: 396-402, 403, 421-423, 424</p>
<p><b>M11.D.2.1.5</b> Solve quadratic equations using factoring (integers only – not including completing the square or the Quadratic Formula).</p>	<p><b>SE/TE:</b> Direct Instruction: 565-570, 571, 572-576, 580-584, 585-590; Application, Practice, and Review: 591, 592, 596, 608-609, 610</p>
<p><b>M11.D.2.2</b> Simplify expressions involving polynomials.            Reference: 2.8.11.S</p>	<p><b>SE/TE:</b> Direct Instruction: 494-499, 500-503, 504, 505-510, 511, 512-517, 682-686; Application, Practice, and Review: 523, 528, 533, 534, 539, 541-542, 544, 548, 556, 563, 584, 714, 716, 718, 720</p>
<b>ELIGIBLE CONTENT</b>	
<p><b>M11.D.2.2.1</b> Add, subtract and/or multiply polynomial expressions (express answers in simplest form – nothing larger than a binomial multiplied by a trinomial).</p>	<p><b>SE/TE:</b> Direct Instruction: 494-499, 500-503, 504, 505-510, 511, 512-517, 682-686; Application, Practice, and Review: 523, 528, 533, 534, 539, 541-542, 544, 548, 556, 563, 584, 714, 716, 718, 720</p>

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<b>M11.D.2.2.2</b> Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form $ax^2+bx+c$ where $a$ is not equal to 0).	<b>SE/TE:</b> Direct Instruction: 518, 519-523, 524-527, 528-533, 534-539, 540, 572-576, 587-588, 672-676, 677-681, 693, 697; Application, Practice, and Review: 542-543, 544, 548, 556, 570, 579, 590, 608-609, 628, 686
<b>M11.D.2.2.3</b> Simplify algebraic fractions.	<b>SE/TE:</b> Direct Instruction: 672-676, 677-681, 687-691; Application, Practice, and Review: 681, 686, 697, 705, 715-717, 718
<b>ASSESSMENT ANCHOR</b>	
<b>M11.D.3</b> Analyze change in various contexts.	
<b>M11.D.3.1</b> Describe and/or determine change. Reference: 2.8.8.J, 2.11.8.B	<b>SE/TE:</b> Direct Instruction: 28, 30-31, 166-167, 168-173, 174, 175, 252-256, 258-260, 262, 263-268, 269, 273-275, 276, 277, 281, 285-286, 289, 308-315, 316, 319-322, 324-328, 329, 337, 340-341, 345-348, 350-356, 357, 358, 359-363, 466-467, 468-473, 474, 475-482, 483, 550-556, 557-563, 564, 565-566, 571, 597-604, 605, 638-643, 664-670, 671; Application, Practice, and Review: 180, 193, 194, 300, 302, 349, 365-367, 370-371, 722-723
<b>ELIGIBLE CONTENT</b>	
<b>M11.D.3.1.1</b> Identify, describe and/or use constant or varying rates of change.	<b>SE/TE:</b> Direct Instruction: 308-315, 316, 319-323, 324-328, 329, 345, 347, 350-356, 357, 601-602, 604; Application, Practice, and Review: 335, 338-339, 347, 363, 365-367, 368, 370-371, 425, 490-491
<b>M11.D.3.1.2</b> Determine how a change in one variable relates to a change in a second variable (e.g., $y=4/x$ , if $x$ doubles, what happens to $y$ ?).	<b>SE/TE:</b> Direct Instruction: 125, 134, 160, 218, 224, 258-262, 263-268, 269, 270, 272-275, 276, 277, 279-283, 284, 287-290, 309, 327, 336, 338-341, 350-356, 357, 380, 601-602, 604; Application, Practice, and Review: 338-339, 363, 367, 368, 370-371
<b>M11.D.3.2</b> Compute and/or use the slope of a line. Reference: 2.8.11.J, 2.8.11.L	<b>SE/TE:</b> Direct Instruction: 308-315, 316, 319-323, 324-328, 329, 345, 347, 350-356, 357, 601-602, 604; Application, Practice, and Review: 335, 338-339, 347, 363, 365-367, 368, 370-371, 425, 490-491
<b>ELIGIBLE CONTENT</b>	
<b>M11.D.3.2.1</b> Apply the formula for the slope of a line to solve problems (formula given on reference sheet).	<b>SE/TE:</b> Direct Instruction: 308-315, 316, 319-323, 324-328, 329, 345, 347, 350-356, 357, 601-602, 604; Application, Practice, and Review: 335, 338-339, 347, 363, 365-367, 368, 370-371, 425, 490-491

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<b>M11.D.3.2.2</b> Given the graph of the line, 2 points on the line, or the slope and a point on a line, write or identify the linear equation in point-slope, standard and/or slope-intercept form.	<b>SE/TE:</b> Direct Instruction: 269, 270-275, 277-283, 317-323, 324-328, 329, 336-341, 345-348, 350-356, 357, 597, 602-604; Application, Practice, and Review: 267-268, 290, 297, 300-301, 302, 306, 363, 365-367, 368, 418, 435
<b>M11.D.3.2.3</b> Compute the slope and/or y-intercept represented by a linear equation or graph.	<b>SE/TE:</b> Direct Instruction: 308-315, 316, 319-323, 324-328, 329, 345, 347, 350-356, 357, 601-602, 604; Application, Practice, and Review: 335, 338-339, 347, 363, 365-367, 368, 370-371, 425, 490-491
<b>ASSESSMENT ANCHOR</b>	
<b>M11.D.4</b> Describe or use models to represent quantitative relationships.	
<b>M11.D.4.1</b> Interpret and/or use linear, quadratic and/or exponential functions and their equations, graphs or tables. Reference: 2.8.11.K, 2.8.11.Q	<b>SE/TE:</b> Direct Instruction: 28, 30-31, 252-256, 258-260, 262, 263-268, 269, 273-275, 276, 277, 281, 285-286, 289, 308-315, 316, 319-322, 324-328, 329, 337, 340-341, 345-348, 350-356, 357, 358, 359-363, 466-467, 468-473, 474, 475-482, 483, 550-556, 557-563, 564, 565-566, 571, 597-604, 605, 638-643, 664-670, 671; Application, Practice, and Review: 300, 302, 349, 365-367, 370-371, 722-723
<b>ELIGIBLE CONTENT</b>	
<b>M11.D.4.1.1</b> Match the graph of a given function to its table or equation.	<b>SE/TE:</b> Direct Instruction: 28, 30-31, 252-256, 258-260, 262, 263-268, 269, 273-275, 276, 277, 281, 285-286, 289, 308-315, 316, 319-322, 324-328, 329, 337, 340-341, 345-348, 350-356, 357, 358, 359-363, 466-467, 468-473, 474, 475-482, 483, 550-556, 557-563, 564, 565-566, 571, 597-604, 605, 638-643, 664-670, 671; Application, Practice, and Review: 300, 302, 349, 365-367, 370-371, 722-723
<b>M11.E Data Analysis and Probability</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M11.E.1</b> Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.	

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<b>M11.E.1.1</b> Appropriately display and/or use data in problem-solving settings. Reference: 2.6.11.A, 2.6.8.E	<b>SE/TE:</b> Direct Instruction: 33-37, 38-39, 40-45, 52-53, 100, 107, 196-197, 252-256, 304-305, 350-356, 357, 426-427, 546-547, 597-604, 660-661; Application, Practice, and Review: 49, 69, 105, 112, 147, 173, 242, 255, 264-265, 291, 300, 329, 338-339, 433, 464, 466-467, 470, 472, 474, 479, 482, 564, 637, 642, 771, 773
<b>ELIGIBLE CONTENT</b>	
<b>M11.E.1.1.1</b> Create and/or use appropriate graphical representations of data, including box-and-whisker plots, stem-and-leaf plots or scatter plots.	<b>SE/TE:</b> Direct Instruction: 33-37, 38-39, 42-45, 52-53, 196-197, 252-256, 350-356, 357, 474, 547, 564, 597-604, 660-661; Application, Practice, and Review: 49, 50, 68, 242, 255, 264-265, 291, 300, 329, 338-339, 434, 464, 466-467, 470-471, 482, 642, 770, 772, 774, 775
<b>M11.E.1.1.2</b> Analyze data and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots or scatter plots).	<b>SE/TE:</b> Direct Instruction: 33-37, 38-39, 42-45, 52-53, 196-197, 252-256, 350-356, 357, 474, 547, 564, 597-604, 660-661; Application, Practice, and Review: 49, 50, 68, 242, 255, 264-265, 291, 300, 329, 338-339, 434, 464, 466-467, 470-471, 482, 642, 770, 772, 774, 775
<b>ASSESSMENT ANCHOR</b>	
<b>M11.E.2</b> Select and/or use appropriate statistical methods to analyze data.	
<b>M11.E.2.1</b> Use measures of central tendency to describe a set of data. Reference: 2.6.8.A, 2.6.11.A	<b>SE/TE:</b> Direct Instruction: 40-45, 52-53, 636-637; Application, Practice, and Review: 49, 50, 546, 774
<b>ELIGIBLE CONTENT</b>	
<b>M11.E.2.1.1</b> Calculate or select the appropriate measure of central tendency (mean, mode or median) of a set of data given or represented on a table, line plot or stem-and-leaf plot.	<b>SE/TE:</b> Direct Instruction: 40-45, 52-53, 355, 636-637; Application, Practice, and Review: 49, 50, 546, 774
<b>M11.E.2.1.2</b> Calculate and/or interpret the range, quartiles and interquartile range of data.	<b>SE/TE:</b> Direct Instruction: 42-45, 52-53; Application, Practice, and Review: 49, 50, 774, 775
<b>M11.E.2.1.3</b> Describe how outliers affect measures of central tendency.	<b>SE/TE:</b> Direct Instruction: 40-45, 52-53; Application, Practice, and Review: 49, 50
<b>ASSESSMENT ANCHOR</b>	
<b>M11.E.3</b> Understand and/or apply basic concepts of probability or outcomes.	
<b>M11.E.3.1</b> Apply probability and/or odds to practical situations. Reference: 2.7.11.A, 2.7.11.E	<b>SE/TE:</b> Direct Instruction: 92, 93-99, 100, 101-106, 107, 196-197, 660-661; Application, Practice, and Review: 110-111, 112, 114-115, 408, 434, 514, 675, 680, 708-709, 718, 721
<b>ELIGIBLE CONTENT</b>	

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<b>M11.E.3.1.1</b> Find probabilities for independent, dependent or compound events and represent as a fraction, decimal or percent).	<b>SE/TE:</b> Direct Instruction: 101-106, 107, 196-197, 660-661, 700, 708-709; Application, Practice, and Review: 111, 112, 114-115, 408, 434, 514, 675, 680, 718, 721
<b>M11.E.3.1.2</b> Find, convert and/or compare the probability and/or odds of a simple event.	<b>SE/TE:</b> Direct Instruction: 92, 93-99, 100, 101-106, 107, 196-197, 660-661; Application, Practice, and Review: 110-111, 112, 114-115, 408, 434, 514, 675, 680, 708-709, 718, 721
<b>M11.E.3.2</b> Apply counting techniques in problem-solving settings.	<b>SE/TE:</b> Direct Instruction: 699-705, 706-711, 712-713; Application, Practice, and Review: 717, 718
<b>ELIGIBLE CONTENT</b>	
<b>M11.E.3.2.1</b> Determine the number of permutations and/or combinations or apply the fundamental counting principle. (Formula provided on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 699-705, 706-711, 712-713; Application, Practice, and Review: 717, 718
<b>ASSESSMENT ANCHOR</b>	
<b>M11.E.4</b> Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.	
<b>M11.E.4.1</b> Make predictions using data displays and probability. Reference: 2.7.8.E, 2.6.11.D	<b>SE/TE:</b> Direct Instruction: 33-37, 38-39, 92, 93-99, 100, 101-106, 107, 196-197, 252-256, 350-356, 357, 474, 547, 564, 597-604, 660-661; Application, Practice, and Review: 68, 110-111, 112, 114-115, 242, 255, 264-265, 291, 300, 329, 338-339, 408, 434, 464, 466-467, 470-471, 482, 514, 642, 675, 680, 708-709, 718, 721, 770, 772, 775
<b>ELIGIBLE CONTENT</b>	
<b>M11.E.4.1.1</b> Estimate or calculate to make predictions based on a circle, line, bar graph or given situation.	<b>SE/TE:</b> Direct Instruction: 33-37, 38-39, 196-197, 252-256, 350-356, 357, 426-427, 474, 546-547, 564, 597-604, 660-661; Application, Practice, and Review: 49, 50, 68, 105, 112, 147, 173, 242, 255, 264-265, 291, 300, 329, 338-339, 434, 464, 466-467, 470-471, 482, 642, 770, 772, 775
<b>M11.E.4.1.2</b> Use probability to predict outcomes.	<b>SE/TE:</b> Direct Instruction: 92, 93-99, 100, 101-106, 107, 196-197, 660-661; Application, Practice, and Review: 110-111, 112, 114-115, 408, 434, 514, 675, 680, 708-709, 718, 721
<b>M11.E.4.2</b> Analyze and/or interpret data on a scatter plot and/or use a scatter plot to make predictions. Reference: 2.6.11.C, 2.6.11.D	<b>SE/TE:</b> Direct Instruction: 33-37, 38-39, 196-197, 252-256, 350-356, 357, 474, 547, 564, 597-604, 660-661; Application, Practice, and Review: 68, 242, 255, 264-265, 291, 300, 329, 338-339, 434, 464, 466-467, 470-471, 482, 642, 770, 772, 775

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<b>ELIGIBLE CONTENT</b>	
<b>M11.E.4.2.1</b> Draw, find and/or write an equation for a line of best fit for a scatter plot.	<b>SE/TE:</b> Direct Instruction: 33-37, 38-39, 196-197, 252-256, 350-356, 357, 474, 547, 564, 597-604, 660-661; Application, Practice, and Review: 68, 242, 255, 264-265, 291, 300, 329, 338-339, 434, 464, 466-467, 470-471, 482, 642, 770, 772, 775
<b>M11.E.4.2.2</b> Make predictions using the equations or graphs of best-fit lines of scatter plots.	<b>SE/TE:</b> Direct Instruction: 33-37, 38-39, 196-197, 252-256, 350-356, 357, 474, 547, 564, 597-604, 660-661; Application, Practice, and Review: 68, 242, 255, 264-265, 291, 300, 329, 338-339, 434, 464, 466-467, 470-471, 482, 642, 770, 772, 775