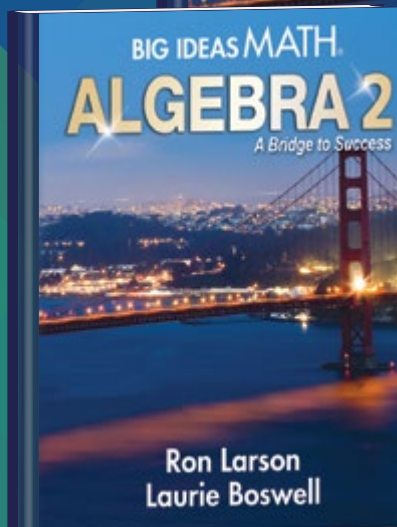
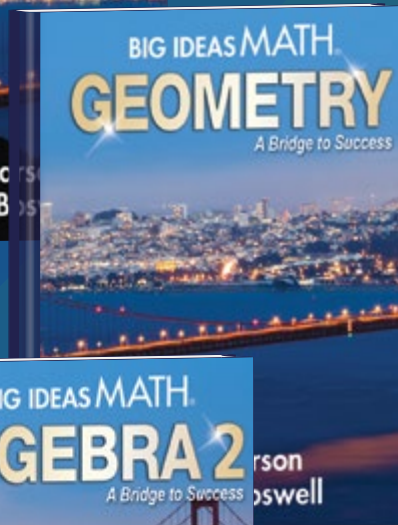
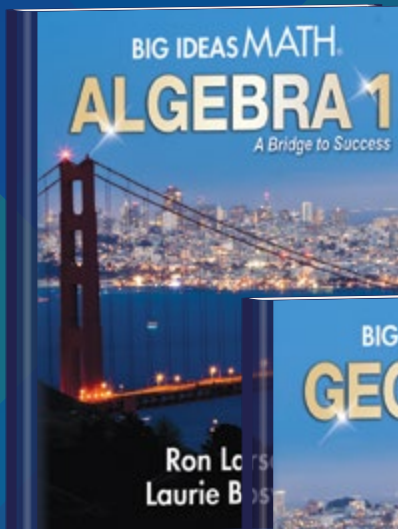


# BIG IDEAS MATH<sup>®</sup>

Ron Larson  
Laurie Boswell

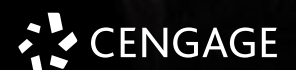


High School

UPDATED  
EDITION



A BRIDGE TO  
SUCCESS



# Enrich Learning with *Big Ideas Math*®

*Big Ideas Math* is pleased to offer a complete high school program built for student success—*Big Ideas Math: A Bridge to Success—Algebra 1, Geometry, and Algebra 2*. Ron Larson and Laurie Boswell’s research-based program provides a rigorous, focused, and coherent curriculum for high school students.

The pedagogical approach used in this program follows the best practices outlined in the most prominent and widely accepted educational research including John Hattie’s *Visible Learning*, NCTM’s *Principles to Actions*, Jo Boaler’s *Mathematical Mindsets*, Wiggins and McTighe’s *Understanding by Design*, and others.

## *Big Ideas Math* offers a program that:

### INSPIRES

*Elevate student learning with a balanced approach*

### ENGAGES

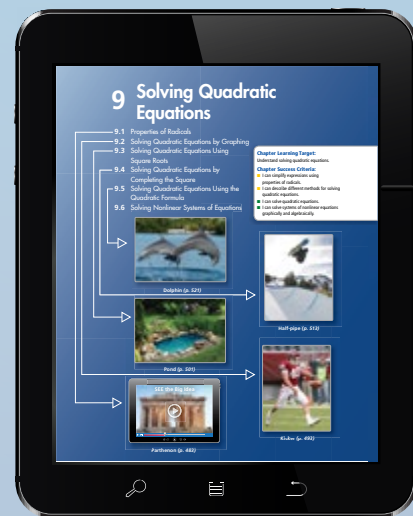
*Captivate student learning with innovative technology*

### EMPOWERS

*Make learning visible through student accountability*

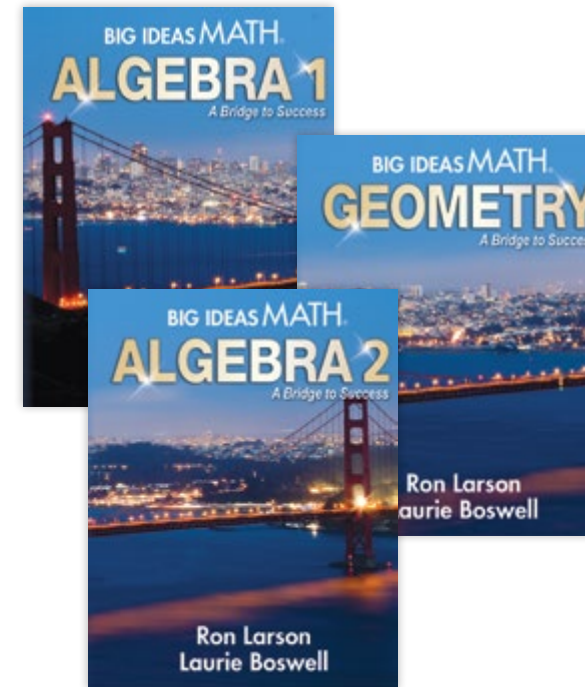
### GROWS

*Positively impact student performance in mathematics*



# Expert Authors

The *Big Ideas Math* authors are dedicated to fostering curiosity and confidence in learners.



Dr. Larson and Dr. Boswell began writing together in 1992. Since that time, they have authored over four dozen textbooks. In their collaboration, Ron is primarily responsible for the Student Edition while Laurie is primarily responsible for the Teaching Edition.



**Ron Larson, Ph.D.**, is well known as the lead author of a comprehensive program for mathematics that spans school mathematics and college courses. He holds the distinction of Professor Emeritus from Penn State

Erie, The Behrend College, where he taught for nearly 40 years. He received his Ph.D. in mathematics from the University of Colorado. Dr. Larson’s numerous professional activities keep him actively involved in the mathematics education community and allow him to fully understand the needs of students, teachers, supervisors, and administrators.



**Laurie Boswell, Ed.D.**, is the former Head of School at Riverside School in Lyndonville, Vermont. In addition to textbook authoring, she provides mathematics consulting and embedded coaching sessions.

Dr. Boswell received her Ed.D. from the University of Vermont in 2010. She is a recipient of the Presidential Award for Excellence in Mathematics Teaching and is a Tandy Technology Scholar. Laurie has taught math to students at all levels, elementary through college. In addition, Laurie has served on the NCTM Board of Directors and as a Regional Director for NCSM. Along with Ron, Laurie has co-authored numerous math programs and has become a popular national speaker.

*We created Big Ideas Math because we recognized the need for a truly balanced approach to learning, using discovery learning and scaffolded instruction.*

—Ron Larson, Ph.D.

*Big Ideas Math encourages productive struggle. It’s not about being hard. The entire program is accessible for all students.*

—Laurie Boswell, Ed.D.



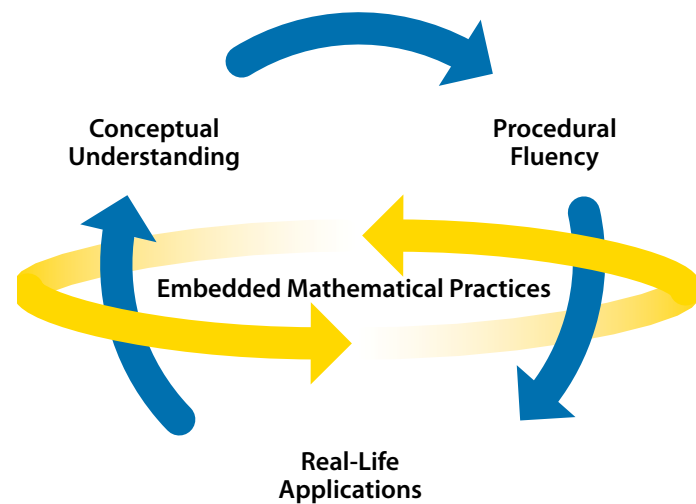
## LOXODONTA AFRICANA *African Elephant*

COVER: One species of African elephant, the bush elephant, is the largest living terrestrial animal, while the forest elephant is the third-largest. African elephants are found widely in Sub-Saharan Africa, in dense forests, mopane and miombo woodlands, Sahelian scrub, or deserts. The trunk acts as a fifth limb, a sound amplifier, and an important method of touch.

<http://www.nationalgeographic.com/animals/mammals/a/african-elephant/>

PHOTO CREDIT: Codyphotography / iStock by Getty Images

# Program Philosophy: Rigor and Balance with Embedded Mathematical Practices



The *Big Ideas Math* program balances conceptual understanding with procedural fluency. Real-life applications create connections to content and help turn mathematical learning into an engaging and meaningful way to explore the real world.

Embedded *Mathematical Practices* in grade-level content promote a greater understanding of how mathematical concepts are connected to each other and to real-life scenarios.

## Mathematical Practices

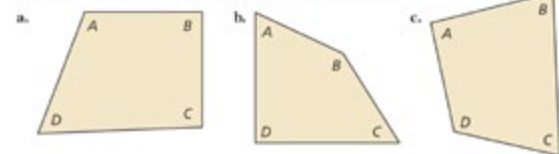
Mathematically proficient students carefully specify units of measure.

### 1.1 Solving Simple Equations

**Essential Question** How can you use simple equations to solve real-life problems?

#### EXPLORATION 1 Measuring Angles

Work with a partner. Use a protractor to measure the angles of each quadrilateral. Copy and complete the table to organize your results. (The notation  $m\angle A$  denotes the measure of angle A.) How precise are your measurements?



Quadrilateral	$m\angle A$ (degrees)	$m\angle B$ (degrees)	$m\angle C$ (degrees)	$m\angle D$ (degrees)	$m\angle A + m\angle B + m\angle C + m\angle D$
a.					
b.					
c.					

#### EXPLORATION 2 Making a Conjecture

Work with a partner. Use the completed table in Exploration 1 to write a conjecture about the sum of the angle measures of a quadrilateral. Draw three quadrilaterals that are different from those in Exploration 1 and use them to justify your conjecture.

## UNDERSTANDING MATHEMATICAL TERMS

A **conjecture** is an unproven statement about a general mathematical concept. After the statement is proven, it is called a **rule** or a **theorem**.

**Essential Question** How can you use multi-step equations to solve real-life problems?

**EXPLORATION 1** Solving for the Angle Measures of a Polygon

Work with a partner. The sum  $S$  of the angle measures of a polygon with  $n$  sides can be found using the formula  $S = 180(n - 2)$ . Write and solve an equation to find each value of  $x$ . Justify the steps in your solution. Then find the angle measures of each polygon. How can you check the reasonableness of your answers?

a. b. c. d. e. f.

**JUSTIFYING CONCLUSIONS**  
To be proficient in math, you need to be sure your answers make sense in the context of the problem. For instance, if you find the angle measures of a triangle, and they have a sum that is not equal to  $180^\circ$ , then you should check your work for mistakes.

## Conceptual Understanding

Explorations and guiding Essential Questions encourage **conceptual understanding**.

**1.2 Lesson** What You Will Learn

- Solve multi-step linear equations using inverse operations.
- Use multi-step linear equations to solve real-life problems.
- Use unit analysis to model real-life problems.

**Core Vocabulary**  
Previous inverse operations mean

**Solving Multi-Step Linear Equations**

**Core Concept**  
**Solving Multi-Step Equations**  
To solve a multi-step equation, simplify each side of the equation, if necessary. Then use inverse operations to isolate the variable.

## Procedural Fluency

Scaffolded lessons allow for **procedural fluency** and provide the opportunity to use clear, precise mathematical language.

**Solving Real-Life Problems**

**EXAMPLE 4** Modeling with Mathematics

Use the table to find the number of miles  $x$  you need to bike on Friday so that the mean number of miles biked per day is 5.

Day	Miles
Monday	3.5
Tuesday	5.5
Wednesday	0
Thursday	5
Friday	$x$

**SOLUTION**

- Understand the Problem** You know how many miles you biked Monday through Thursday. You are asked to find the number of miles you need to bike on Friday so that the mean number of miles biked per day is 5.
- Make a Plan** Use the definition of mean to write an equation that represents the problem. Then solve the equation.
- Solve the Problem** The mean of a data set is the sum of the data divided by the number of data values.

## Real-Life Applications

**Real-life applications** provide students with opportunities to create connections between classroom lessons and realistic scenarios.

## 3 Graphing Linear Functions

- 3.1 Functions
- 3.2 Linear Functions
- 3.3 Function Notation
- 3.4 Graphing Linear Equations in Standard Form
- 3.5 Graphing Linear Equations in Slope-Intercept Form
- 3.6 Transformations of Graphs of Linear Functions
- 3.7 Graphing Absolute Value Functions

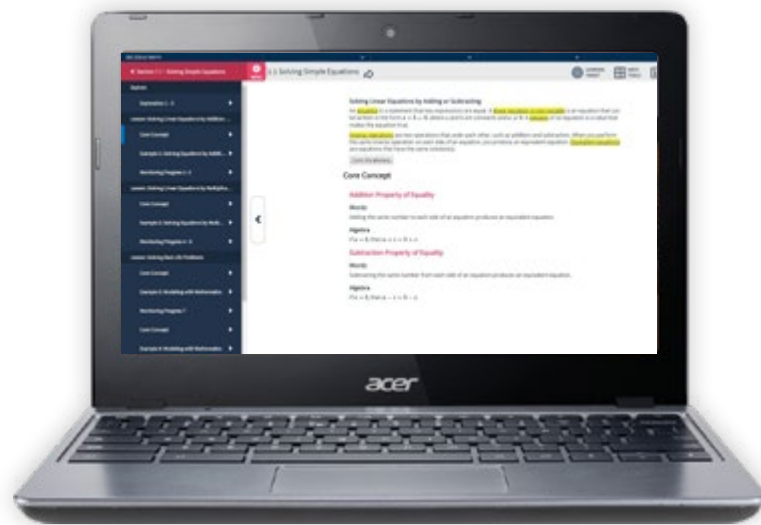
**Chapter Learning Target:** Understand graphing linear functions.  
**Chapter Success Criteria:**  

- I can determine whether relations are functions.
- I can identify linear functions.
- I can graph linear equations.
- I can describe transformations of graphs of linear functions.

## Learning Targets and Success Criteria

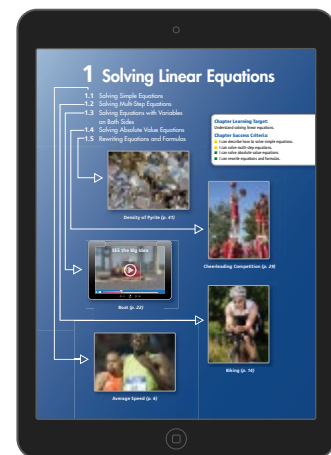
**Learning Targets** and **Success Criteria** encourage students to self-assess and evaluate their learning. Students and teachers receive guidance and clarity for moving from surface level to deep level.

# Ignite Learning with Dynamic Technology



## Dynamic Classroom

The *Dynamic Classroom* mimics the students' *Dynamic Student Edition*, with additional resources and support for teachers. Point-of-use *Laurie's Notes* guide instruction, providing motivation suggestions, teaching tips, questions to ask the students, closure strategies, and more! *Dynamic Investigations* and *Digital Examples* from the textbook create a 21<sup>st</sup>-century classroom atmosphere that engages students.



## Dynamic Student Edition eBook

The *Dynamic Student Edition eBook* is a complete electronic version of the Student Edition that includes interactive digital resources. The eBook allows students to navigate through the textbook, highlight important information, and add notes or bookmarks. While this eBook is available off-line, with a data or internet connection, students can access embedded, digital enhancements.

*Audio available in English and Spanish*



## Dynamic Investigations

The *Dynamic Investigations* in the *Big Ideas Math* program allow students and teachers to interactively complete the *Big Ideas Math* Explorations.

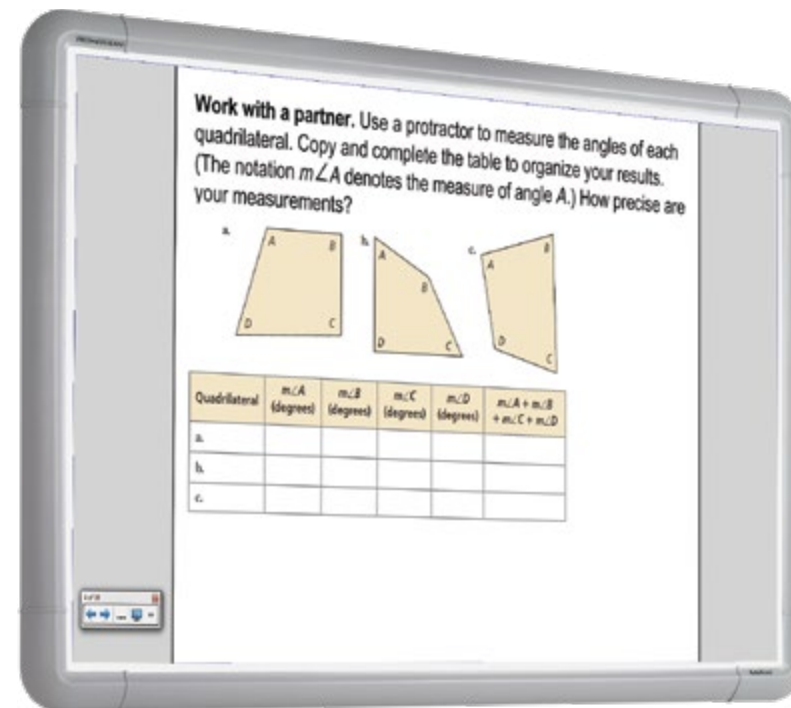
**CREATE CONNECTIONS THROUGH EXPLORATION!**



## Real-Life STEM Videos

Every chapter in the *Big Ideas Math* program contains a *Real-Life STEM Video* allowing students to further engage with mathematical concepts. Students learn about the Parthenon, natural disasters, solar power, and more!

**ENCOURAGE CURIOSITY WITH STEM CONCEPTS!**



## Dynamic Teaching Tools

These tools feature the *Interactive Whiteboard Lesson Library*. Teachers can present any *Big Ideas Math* lesson from an interactive whiteboard. Standard whiteboard lessons and customizable templates are included.

**VISUALLY RICH PRESENTATIONS!**

# The Big Ideas Math Dynamic Assessment System

## Homework and Assessment That Informs

- Includes multiple, customizable assignments for each chapter, which can contain teacher-created items
- Assign homework and assessments for the entire class or a select group of students
- Offers progress monitoring assessments for an adaptive testing experience

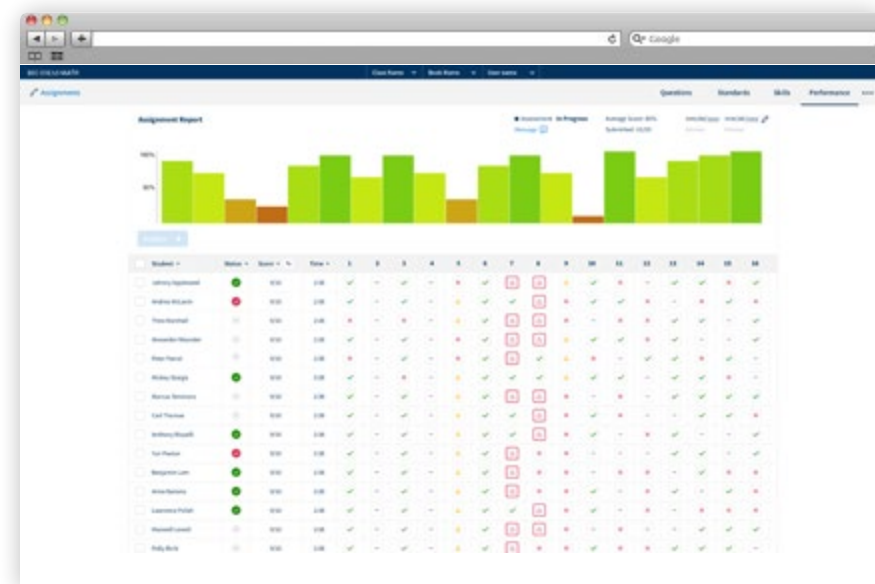
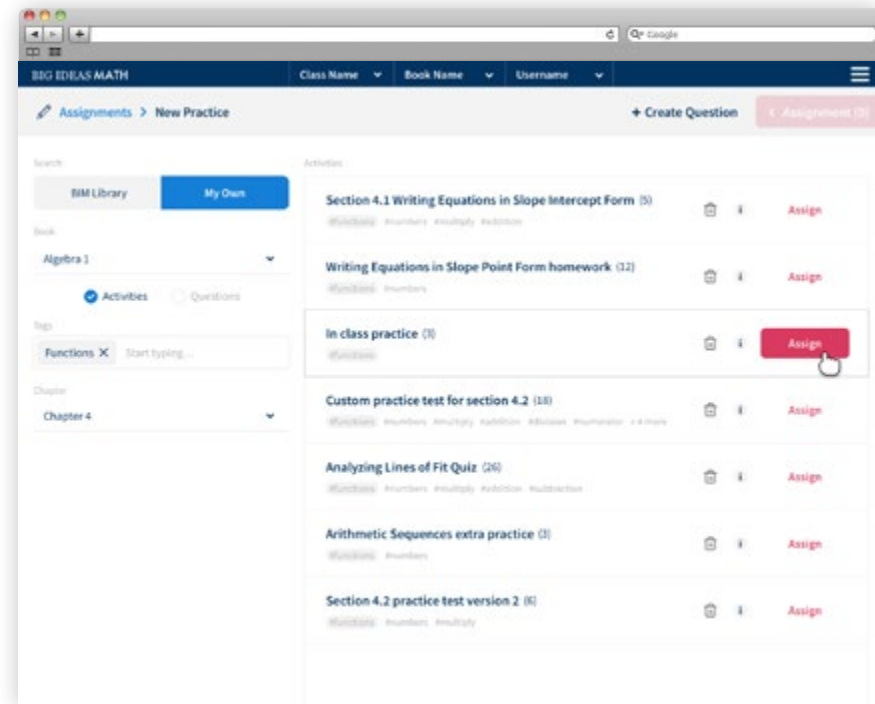
RESTORE STUDENT CONFIDENCE!

## Direct Ties to Remediation

- Includes direct links to Lesson Tutorial Videos
- Allows students to access live chat tutors for selected exercises

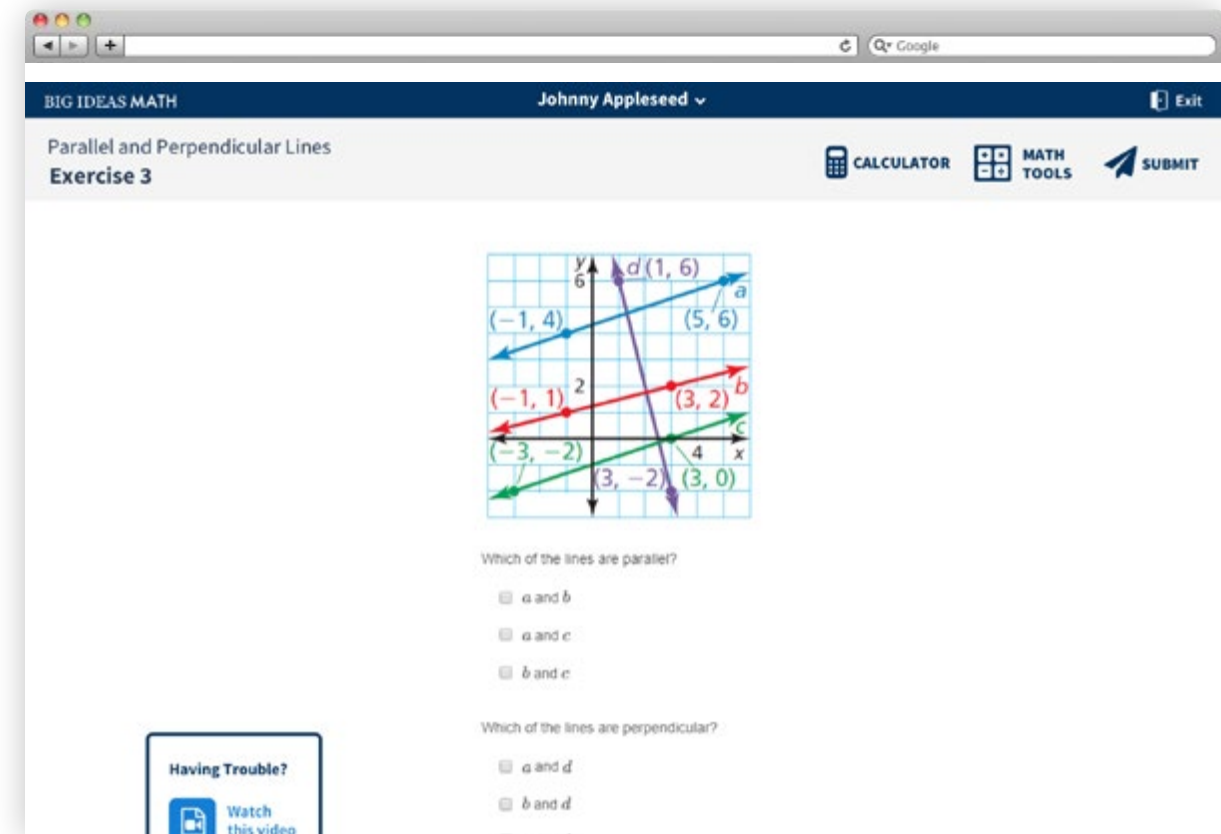
## Assessment Reporting with Precision

- Offers real-time reporting at both the class and student levels
- Organizes progress details in a variety of reports, including Questions, Standards, Skills, and Performance



*Formative practice has to have feedback and action.  
Use assessments to drive instructional decisions.*

—Laurie Boswell, Ed. D.



## Intuitive Design and Delivery

- Provides embedded tools for students
- Includes auto-scored, technology-enhanced items such as drag and drop, graphing, point plotting, multiple select, and fill in the blank using math expressions
- Allows teachers to include reminders or notes to students

# Preparation for the Journey Toward High-Stakes Testing

Each chapter of the **Big Ideas Math** program features question types frequently found on standardized tests. The balanced approach to instruction also helps students develop the habits of mind required to be successful on high-stakes tests.

**60. HOW DO YOU SEE IT?** The circle graph shows the results of a survey of registered voters the day of an election.

The error given in the graph means that the actual percent could be 2% more or 2% less than the percent reported by the survey.

- What are the minimum and maximum percents of voters who could vote Republican? Green?
- How can you use absolute value equations to represent your answers in part (a)?
- One candidate receives 44% of the vote. Which party does the candidate belong to? Explain.

**41. MAKING AN ARGUMENT** Your friend claims that Thermometer A displays a greater temperature than Thermometer B. Is your friend correct? Explain your reasoning.

**ERROR ANALYSIS** In Exercises 49 and 50, describe and correct the error in solving the equation.

**49.**  $|2x - 1| = -9$   
 $2x - 1 = -9$  or  $2x - 1 = -(-9)$   
 $2x = -8$        $2x = 10$   
 $x = -4$        $x = 5$   
 The solutions are  $x = -4$  and  $x = 5$ .

**50.**  $|5x + \beta| = x$   
 $5x + \beta = x$  or  $5x + \beta = -x$   
 $4x + \beta = 0$        $6x + \beta = 0$   
 $4x = -\beta$        $6x = -\beta$   
 $x = -2$        $x = -\frac{4}{3}$   
 The solutions are  $x = -2$  and  $x = -\frac{4}{3}$ .

## Exercises

The Exercises in the **Big Ideas Math** program provide students with opportunities to use multiple approaches to solve problems.

## Dynamic Assessment System

This tool allows teachers to provide customizable homework directly related to the **Big Ideas Math** program. Assignments are automatically scored and students have access to immediate remediation on homework questions.

## Explorations

The Explorations that begin each section require students to use higher-level thinking to work through each problem and to explain their reasoning in the solution.

## Cumulative Assessments

Each chapter in the **Big Ideas Math** program includes a Cumulative Assessment. The questions in each assessment were carefully chosen to represent problem types and reasoning patterns frequently found on standardized tests.

## Quizzes and Tests

The Quizzes and Tests in the **Big Ideas Math** program assess the concepts students learned in each lesson.

## Online Test Practice

Self-grading tests are available online, allowing students to receive immediate feedback on their progress.

## Performance Tasks

Each chapter of the **Big Ideas Math** program contains a Performance Task in the Assessment Book and an online Performance Task that correlates to the STEM video of the chapter. Each Performance Task allows students to work with multiple objectives.

## Alternative Assessments

Alternative Assessments provide teachers with the opportunity to assess students on the same content in a variety of ways.

# Robust Print Support for All Learners

## Student Edition

The Student Edition was designed using the Universal Design for Learning Guidelines (CAST © 2011) and features carefully chosen images that increase student engagement and enhance the mathematical content.

## Teaching Edition

The Teaching Edition provides teachers with complete support for every **Big Ideas Math** lesson. Master educator Laurie Boswell incorporates instructional insights and recommendations in Laurie's Notes.

## Student Journal *Available in English and Spanish*

This consumable workbook serves as a valuable resource where students can solve extra practice problems, take notes, and internalize new concepts by expressing their findings in their own words.

## Resources by Chapter

- Start Thinking
  - Warm Up
  - Cumulative Review Warm Up
  - Extra Practice (Practice A and B)
  - Enrichment and Extension
  - Puzzle Time
  - Family Communication Letters
- Available in English and Spanish*

## Assessment Book

- Prerequisite Skills Test with Item Analysis
- Pre-Course Test with Item Analysis
- Mid-Chapter Quizzes
- Chapter Tests
- Alternative Assessments with Scoring Rubrics
- Performance Tasks
- Cumulative Tests
- Post Course Test with Item Analysis



ACCESS ALL PRINT COMPONENTS ONLINE AT [BIGIDEASMATH.COM!](http://BIGIDEASMATH.COM!)

## Algebra 1

### CHAPTERS

- Solving Linear Equations
- Solving Linear Inequalities
- Graphing Linear Functions
- Writing Linear Functions
- Solving Systems of Linear Equations
- Exponential Functions and Sequences
- Polynomial Equations and Factoring
- Graphing Quadratic Functions
- Solving Quadratic Equations
- Radical Functions and Equations
- Data Analysis and Displays

## Geometry

### CHAPTERS

- Basics of Geometry
- Reasoning and Proofs
- Parallel and Perpendicular Lines
- Transformations
- Congruent Triangles
- Relationships Within Triangles
- Quadrilaterals and Other Polygons
- Similarity
- Right Triangles and Trigonometry
- Circles
- Circumference, Area, and Volume
- Probability

## Algebra 2

### CHAPTERS

- Linear Functions
- Quadratic Functions
- Quadratic Equations and Complex Numbers
- Polynomial Functions
- Rational Exponents and Radical Functions
- Exponential and Logarithmic Functions
- Rational Functions
- Sequences and Series
- Trigonometric Ratios and Functions
- Probability
- Data Analysis and Statistics

**Additional Topic:** Composition of Functions  
**Appendix A (Online):** Additional Topics in Algebra 2

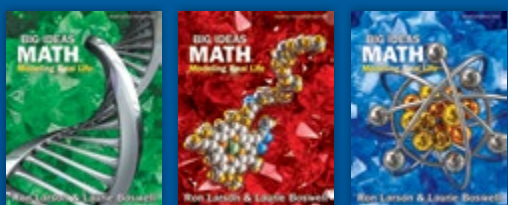
# K-12 Programs

*Big Ideas Math* programs offer a seamless articulation from elementary through high school. With a consistent author voice from level to level, students make connections through cohesive progressions and rich instruction.

*Big Ideas Math* uses a balanced approach to engage students' inquiring minds and empower them to become mathematical thinkers in their daily lives.



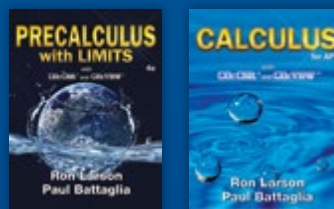
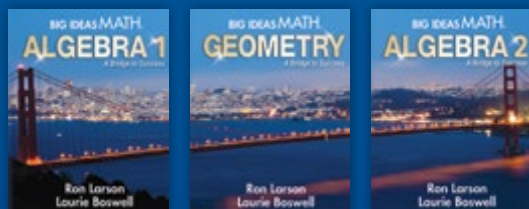
## Big Ideas Math: Modeling Real Life for Grades K-5



Advanced middle school courses available!

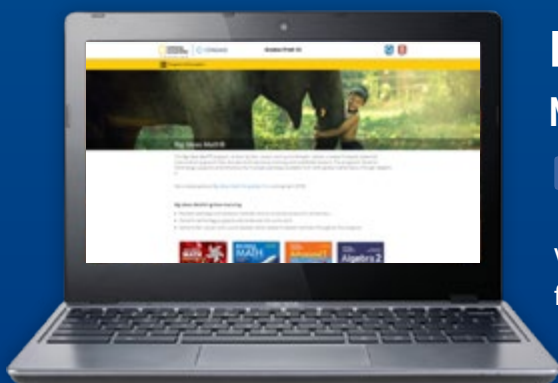
## Big Ideas Math: Modeling Real Life for Grades 6-8

Integrated Mathematics courses also available!



## Precalculus / AP<sup>®</sup> Calculus

National Geographic Learning<sup>®</sup> proudly represents *Big Ideas Math* programs.



## Learn more!

[NGL.Cengage.com/BigIdeas](http://NGL.Cengage.com/BigIdeas)

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  @ExploreInside
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Visit [NGL.Cengage.com/repfinder](http://NGL.Cengage.com/repfinder) to locate your sales consultant for pricing or ordering information. Or, call 888-915-3276.



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