A-REI.B.4 Solve quadratic equations in one variable.

NYSED: Solutions may include simplifying radicals.

a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x-p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

b. Solve quadratic equations by inspection (e.g., for $x^2=49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a + bi$, $a - bi$ for real numbers a and b.

PARCC: Tasks do not require students to write solutions for quadratic equations that have roots with non-zero imaginary parts. However, tasks can require the student to recognize cases in which a quadratic equation has no real solutions.

○ C. Solve systems of equations.

A-REI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

PARCC: Tasks have a real-world context. Tasks have hallmarks of lp238 4780(l)-8(p238 478.9 re9(l)-8(p238

Mathematics - High School Functions

Interpreting Functions (F-

◘ B. Summarize, represent, and interpret data on two categorical and quantitative variables.

S-ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and condit the che che W*ħBT1 0 0 19529