

AMSCO'S

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Integrated

ALGEBRA 1

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*Ann Xavier Gantert*



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## Dedication

This book is dedicated to Edward Keenan who left a profound influence on mathematics education in New York State and on the development of Amsco texts.

## Ann Xavier Gantert

This author has been associated with mathematics education in New York State as a teacher and an author throughout the many changes of the past fifty years. She has worked as a consultant to the Mathematics Bureau of the Department of Education in the development and writing of Sequential Mathematics and has been a coauthor of Amsco's *Integrated Mathematics* series, which accompanied that course of study.

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# PREFACE

**Integrated Algebra 1** is a new text for high school algebra that continues the approach that has made Amsco a leader in presenting mathematical ideas in a contemporary, integrated manner. Over the past decades, this approach has undergone numerous changes and refinements to keep pace with ever changing technology.

This Amsco book uses an integrated approach to the teaching of high school mathematics that is promoted by the National Council of Teachers of Mathematics in its *Principles and Standards for School Mathematics* and mandated by the New York State Board of Regents in the *New York State Mathematics Core Curriculum*. This text presents a range of materials and explanations that are guidelines for achieving a high level of excellence in the study of mathematics.

In this book:

- ✓ **The graphing calculator** is introduced and used throughout the book as a routine tool in the study of mathematics. Underlying mathematical concepts and procedures are clearly presented, stressing calculator use as a learning and computational aid.
- ✓ **The real number system** is fully developed, to help students understand and correctly interpret technological limitations such as the calculator displays of rational approximations. The role of precision and accuracy, in determining acceptable computational results, is carefully explained and illustrated.
- ✓ **Application** of algebra to the solution of problems from geometry, probability, statistics, finance, and other real-world applications is developed throughout the text.
- ✓ **Enrichment** is stressed throughout the text and in the Teacher's Manual where multiple suggestions are given for teaching strategies, for further explorations of related topics, and for alternative assessment. The text, as well as the Manual, includes opportunities for cooperative learning, hands-on activities, extended tasks, and independent investigation. Reproducible *Enrichment Activities* for each chapter provide both material for review and reinforcement as well as for in-depth study.

- ✓ **Exercises** are divided into three categories. *Writing About Mathematics* provides questions in which students are asked to contrast, compare, evaluate, and justify their own ideas or those of others. These questions help students incorporate the tools of the performance indicators—investigate, explore, discover, conjecture, reason, justify, explain, prove, and apply—into their study of mathematics. These questions also provide a valuable source of material for classroom discussion or for inclusion in a student portfolio. *Developing Skills* provides routine practice exercises that enable the student and the teacher to evaluate the student’s ability to both manipulate mathematical symbols and understand mathematical relationships. *Applying Skills* provides exercises in which the new ideas of each section, together with previously learned skills, are used to solve problems that reflect real-life situations.
- ✓ **Conceptual understanding, procedural fluency, and problem solving**, which are the primary goals of the *Core Curriculum* are addressed throughout the text. General concepts and principles are fully addressed and developed in detail, then further explored in the examples and exercise sections. The *Procedures* throughout the text explain how to perform both arithmetic and geometric processes. The *Examples* given in each section demonstrate problem solving approaches, often presenting alternative strategies for solution. Both routine and non-routine problems are presented.

The material in this text is intended to present basic algebra and its relationship to other branches of mathematics. The text aims at developing mathematics as a unified whole in which each branch of mathematics is integrally related. Many of the concepts presented in this text have been introduced in previous mathematics courses. The text provides the opportunity for students to review familiar material that is the foundation for the development of new topics, and presents all the material needed to develop the skills and achieve the goals suggested in the New York State *Core Curriculum* for Integrated Algebra.

An intent of the author was to make this text of greatest service to the average student. However, the materials for reinforcement and for enrichment that the text contains make it appropriate for varying abilities. Specifically:

- ✓ Concepts are carefully developed using appropriate language and mathematical symbolism.
- ✓ General principles and procedures are stated clearly and concisely.
- ✓ Numerous solved examples serve as models for students, with detailed step-by-step explanations.
- ✓ Abundant and varied exercises develop skills and test understanding. Additional enrichment activities challenge the most capable student.

This text is offered so that teachers may effectively continue to help students to comprehend, master, and enjoy mathematics.

# CONTENTS

## *Chapter 1*

### **NUMBER SYSTEMS**

		<b>I</b>
1-1	The Integers	2
1-2	The Rational Numbers	11
1-3	The Irrational Numbers	17
1-4	The Real Numbers	25
1-5	Numbers as Measurements	28
	Chapter Summary	34
	Vocabulary	34
	Review Exercises	35

## *Chapter 2*

### **OPERATIONS AND PROPERTIES**

		<b>37</b>
2-1	Order of Operations	38
2-2	Properties of Operations	45
2-3	Addition of Signed Numbers	54
2-4	Subtraction of Signed Numbers	59
2-5	Multiplication of Signed Numbers	64
2-6	Division of Signed Numbers	68
2-7	Operations with Sets	71
2-8	Graphing Number Pairs	75
	Chapter Summary	81
	Vocabulary	82
	Review Exercises	83
	Cumulative Review	85

*Chapter 3***ALGEBRAIC EXPRESSIONS AND OPEN SENTENCES 88**

3-1	Using Letters to Represent Numbers	89
3-2	Translating Verbal Phrases Into Symbols	91
3-3	Algebraic Terms and Vocabulary	95
3-4	Writing Algebraic Expressions in Words	98
3-5	Evaluating Algebraic Expressions	100
3-6	Open Sentences and Solution Sets	104
3-7	Writing Formulas	107
	Chapter Summary	111
	Vocabulary	111
	Review Exercises	111
	Cumulative Review	114

*Chapter 4***FIRST DEGREE EQUATIONS AND INEQUALITIES IN ONE VARIABLE 116**

4-1	Solving Equations Using More Than One Operation	117
4-2	Simplifying Each Side of an Equation	122
4-3	Solving Equations That Have the Variable in Both Sides	128
4-4	Using Formulas to Solve Problems	134
4-5	Solving for a Variable in Terms of Another Variable	142
4-6	Transforming Formulas	143
4-7	Properties of Inequalities	146
4-8	Finding and Graphing the Solution Set of an Inequality	151
4-9	Using Inequalities to Solve Problems	157
	Chapter Summary	161
	Vocabulary	162
	Review Exercises	162
	Cumulative Review	164

*Chapter 5***OPERATIONS WITH ALGEBRAIC EXPRESSIONS 167**

5-1	Adding and Subtracting Algebraic Expressions	168
5-2	Multiplying Powers That Have the Same Base	173
5-3	Multiplying by a Monomial	177
5-4	Multiplying Polynomials	183
5-5	Dividing Powers That Have the Same Base	186
5-6	Powers with Zero and Negative Exponents	188
5-7	Scientific Notation	191
5-8	Dividing by a Monomial	197

5-9	Dividing by a Binomial	200
	Chapter Summary	202
	Vocabulary	202
	Review Exercises	203
	Cumulative Review	204

*Chapter 6***RATIO AND PROPORTION** **207**

6-1	Ratio	208
6-2	Using a Ratio to Express a Rate	212
6-3	Verbal Problems Involving Ratio	214
6-4	Proportion	216
6-5	Direct Variation	222
6-6	Percent and Percentage Problems	227
6-7	Changing Units of Measure	234
	Chapter Summary	238
	Vocabulary	239
	Review Exercises	239
	Cumulative Review	242

*Chapter 7***GEOMETRIC FIGURES, AREAS, AND VOLUMES** **245**

7-1	Points, Lines, and Planes	246
7-2	Pairs of Angles	250
7-3	Angles and Parallel Lines	258
7-4	Triangles	262
7-5	Quadrilaterals	272
7-6	Areas of Irregular Polygons	279
7-7	Surface Areas of Solids	282
7-8	Volumes of Solids	286
	Chapter Summary	293
	Vocabulary	294
	Review Exercises	294
	Cumulative Review	297

*Chapter 8***TRIGONOMETRY OF THE RIGHT TRIANGLE** **300**

8-1	The Pythagorean Theorem	301
8-2	The Tangent Ratio	307
8-3	Applications of the Tangent Ratio	313

8-4	The Sine and Cosine Ratios	317
8-5	Applications of the Sine and Cosine Ratios	323
8-6	Solving Problems Using Trigonometric Ratios	327
	Chapter Summary	331
	Vocabulary	332
	Review Exercises	332
	Cumulative Review	334

## Chapter 9

### **GRAPHING LINEAR FUNCTIONS AND RELATIONS** **337**

9-1	Sets, Relations, and Functions	338
9-2	Graphing Linear Functions Using Their Solutions	346
9-3	Graphing a Line Parallel to an Axis	352
9-4	The Slope of a Line	355
9-5	The Slopes of Parallel and Perpendicular Lines	363
9-6	The Intercepts of a Line	366
9-7	Graphing Linear Functions Using Their Slopes	370
9-8	Graphing Direct Variation	374
9-9	Graphing First-Degree Inequalities in Two Variables	378
9-10	Graphs Involving Absolute Value	382
9-11	Graphs Involving Exponential Functions	387
	Chapter Summary	393
	Vocabulary	394
	Review Exercises	394
	Cumulative Review	399

## Chapter 10

### **WRITING AND SOLVING SYSTEMS OF LINEAR FUNCTIONS** **401**

10-1	Writing An Equation Given Slope and One Point	402
10-2	Writing an Equation Given Two Points	404
10-3	Writing an Equation Given the Intercepts	407
10-4	Using a Graph to Solve a System of Linear Equations	410
10-5	Using Addition to Solve a System of Linear Equations	416
10-6	Using Substitution to Solve a System of Linear Equations	422
10-7	Using Systems of Equations to Solve Verbal Problems	426
10-8	Graphing the Solution Set of a System of Inequalities	431
	Chapter Summary	436
	Vocabulary	436
	Review Exercises	436
	Cumulative Review	439



*Chapter 11***SPECIAL PRODUCTS AND FACTORS 442**

11-1	Factors and Factoring	443
11-2	Common Monomial Factors	447
11-3	The Square of a Monomial	449
11-4	Multiplying the Sum and the Difference of Two Terms	450
11-5	Factoring the Difference of Two Perfect Squares	452
11-6	Multiplying Binomials	454
11-7	Factoring Trinomials	457
11-8	Factoring a Polynomial Completely	461
	Chapter Summary	464
	Vocabulary	464
	Review Exercises	465
	Cumulative Review	466

*Chapter 12***OPERATIONS WITH RADICALS 469**

12-1	Radicals and the Rational Numbers	470
12-2	Radicals and the Irrational Numbers	476
12-3	Finding the Principal Square Root of a Monomial	482
12-4	Simplifying a Square-Root Radical	484
12-5	Addition and Subtraction of Radicals	487
12-6	Multiplication of Square-Root Radicals	491
12-7	Division of Square-Root Radicals	494
	Chapter Summary	496
	Vocabulary	497
	Review Exercises	497
	Cumulative Review	499

*Chapter 13***QUADRATIC RELATIONS AND FUNCTIONS 502**

13-1	Solving Quadratic Equations	503
13-2	The Graph of a Quadratic Function	508
13-3	Finding Roots from a Graph	522
13-4	Graphic Solution of a Quadratic-Linear System	525
13-5	Algebraic Solution of a Quadratic-Linear System	529
	Chapter Summary	533
	Vocabulary	534
	Review Exercises	534
	Cumulative Review	536

*Chapter 14*

**ALGEBRAIC FRACTIONS, AND EQUATIONS  
AND INEQUALITIES INVOLVING FRACTIONS**

**539**

14-1	The Meaning of an Algebraic Fraction	540
14-2	Reducing Fractions to Lowest Terms	541
14-3	Multiplying Fractions	545
14-4	Dividing Fractions	548
14-5	Adding or Subtracting Algebraic Fractions	550
14-6	Solving Equations with Fractional Coefficients	556
14-7	Solving Inequalities with Fractional Coefficients	562
14-8	Solving Fractional Equations	565
	Chapter Summary	569
	Vocabulary	570
	Review Exercises	570
	Cumulative Review	573

*Chapter 15*

**PROBABILITY**

**575**

15-1	Empirical Probability	576
15-2	Theoretical Probability	584
15-3	Evaluating Simple Probabilities	590
15-4	The Probability of (A and B)	596
15-5	The Probability of (A or B)	599
15-6	The Probability of (Not A)	605
15-7	The Counting Principle, Sample Spaces, and Probability	609
15-8	Probabilities with Two or More Activities	617
15-9	Permutations	627
15-10	Permutations with Repetition	636
15-11	Combinations	639
15-12	Permutations, Combinations, and Probability	646
	Chapter Summary	651
	Vocabulary	653
	Review Exercises	653
	Cumulative Review	657

*Chapter 16*

**STATISTICS**

**660**

16-1	Collecting Data	661
16-2	Organizing Data	667
16-3	The Histogram	675
16-4	The Mean, the Median, and the Mode	680

16-5	Measures of Central Tendency and Grouped Data	690
16-6	Quartiles, Percentiles, and Cumulative Frequency	698
16-7	Bivariate Statistics	710
	Chapter Summary	724
	Vocabulary	725
	Review Exercises	725
	Cumulative Review	729

**INDEX****731**

