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The Most Comprehensive Review of Algebra I

By

Reza Nazari

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	the system of equations and is able to solve exactly and approximately given a context or real-world situation. Solves a system of equations and manipulates one of the equations to provide additional information or an additional given solution.
A − REI. D [10 to 11]	Describes viable solutions using the knowledge that continuous lines and curves contain an infinite number of solutions. Explains why there are infinitely many solutions when $f(x) = g(x)$.
F − IF. A [1 to 2]; F − IF. B [5]	Applies and extends knowledge of domain and range to real world situations and contexts; creates a function for a given context where the domain meets given parameters.
F − IF. B [4]	Accurately creates a story or context that models the given key features of linear, quadratic, square root, cube root, piece wise defined functions (including step functions and absolute value functions), and exponential functions (with domains in the integers).
F − IF. B [6]	Describes the different rates of change over given intervals of the graph.
F − IF. C [7a to 7b, and 8a]	Graphs and compares linear, quadratic, piecewise, step, and absolute value functions in various forms.
F − IF. C [9]	Constructs a linear, quadratic, square root, cube root, piece wise defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers that has a characteristic (i.e., slope, intercept, maximum) that is greater than or lesser than a given function.
F − BF. A [1]; F − IF. A [3]; F − LE. A [2]	Applies sequences, sometimes expressed as recursive functions, to real world contexts.
F − BF. B [3]	Finds the value of k given $f(x)$ replaced by $f(x) + k, k\,f(x), f(kx)$, and $f(x + k)$ on a graph of linear, quadratic, square root, cube root, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.
F − LE. A [1a to 1c]	Describes the rate of change per unit as constant or the growth factor as a constant percentage. Proves that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals.
F − LE. A [3]	Observes, explores, predicts, models, and evaluates different situations in which linear and exponential functions are compared.
F − LE. B [5]	Interprets the base value and initial value in an exponential function of the form $f(x) = a \times b^x$, where b is an integer, and a can be any positive integer including 1, in terms of context.

S – ID. A [1]	Determines and justifies which type of data plot on a real number line would be most appropriate for a set of data. Identify advantages and disadvantages of different types of data plots.
S – ID. A [2 to 3]	Plots data based on situations with multiple data sets, and then compares and discusses using measures of center and spread and explores the manipulation of additional data points. Justifies which measure(s) are most appropriate for comparison. Identifies advantages and disadvantages of using each measure of center and spread.
S – ID. B [5]	Given a context, interprets, identifies, and describes associations and trends using a two-way frequency table.
S – ID. B [6a to 6c]	Compares the fit of different functions, including exponential functions with domains in the integers, to data and determines which function has the best fit.
S – ID. C [7]	Using a function that best fits the data, interpolates and extrapolates trends in the data.
S – ID. C [8 to 9]	Supports or refutes a hypothesized correlation between two sets of data. Supports or refutes claims of causation with the understanding that a strong correlation does not imply causation.

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Multiplying and Dividing Integers

Solve.

1) $(-6) \times (-7) =$ _____

2) $8 \times (-5) =$ _____

3) $48 \div (-8) =$ _____

4) $(-72) \div 9 =$ _____

5) $(4) \times (-6) =$ _____

6) $(-9) \times (-11) =$ _____

7) $(10) \div (-5) =$ _____

8) $144 \div (-12) =$ _____

9) $(10) \times (-2) =$ _____

10) $(-8) \times (-2) \times 5 =$ _____

11) $(8) \div (-2) =$ _____

12) $45 \div (-15) =$ _____

13) $(5) \times (-7) =$ _____

14) $(-6) \times (-5) \times 4 =$ _____

15) $(12) \div (-6) =$ _____

16) $(14) \div (-7) =$ _____

17) $196 \div (-14) =$ _____

18) $(27 - 13) \times (-2) =$ _____

19) $125 \div (-5) =$ _____

20) $66 \div (-6) =$ _____

21) $(-6) \times (-5) \times 3 =$ _____

22) $(15 - 6) \times (-3) =$ _____

23) $(32 - 24) \div (-4) =$ _____

24) $72 \div (-6) =$ _____

25) $(-14 + 8) \times (-7) =$ _____

26) $(-3) \times (-9) \times 3 =$ _____

27) $84 \div (-12) =$ _____

28) $(-12) \times (-10) =$ _____

29) $22 \times (-3) =$ _____

30) $(-2) \times (-6) \times 5 =$ _____

31) $(24) \div (-3) =$ _____

32) $(-15) \div (3) =$ _____



Translate Phrases into an Algebraic Statement

Translate each phrase into an algebraic statement.

1) Seven more than a number is 18. _____

2) 12 times the sum of 5 and x. _____

3) The square of 12. _____

4) Nine less than a number is 11. _____

5) Six more than a number is 14. _____

6) 10 times the sum of 7 and x. _____

7) 25 multiplied by x. _____

8) Two less than a number is 12. _____

9) 8 times the sum of 8 and x. _____

10) Three more than a number is 10. _____

11) The difference between forty–eight and y. _____

12) 27 divided by x. _____

13) 17 multiplied by x. _____

14) The difference between x and 29 is 14. _____

15) 56 divided by x. _____



Order of Operations

Calculate.

1) $16 + (30 \div 5) =$ _____

2) $(3 \times 9) \div (-3) =$ _____

3) $57 - (3 \times 8) =$ _____

4) $(-12) \times (7 - 3) =$ _____

5) $(18 - 7) \times (6) =$ _____

6) $(6 \times 10) \div (12 + 3) =$ _____

7) $(13 \times 2) - (24 \div 6) =$ _____

8) $(-5) + (4 \times 3) + 8 =$ _____

9) $(4 \times 2^3) + (16 - 9) =$ _____

10) $(3^2 \times 7) \div (-2 + 1) =$ _____

11) $[-2(48 \div 2^3)] - 6 =$ _____

12) $(-4) + (7 \times 8) + 18 =$ _____

13) $(3 \times 7) + (16 - 7) =$ _____

14) $[3^3 \times (48 \div 2^3)] \div (-2) =$ _

15) $(14 \times 3) - (3^4 \div 9) =$ _____

16) $(96 \div 12) \times (-3) =$ _____

17) $(48 \div 2^2) \times (-2) =$ _____

18) $(56 \div 7) \times (-5) =$ _____

19) $(-2^2) + (7 \times 9) - 21 =$ ___

20) $(2^4 - 9) \times (-6) =$ _____

21) $[4^3 \times (50 \div 5^2)] \div (-16) =$

22) $(3^2 \times 4^2) \div (-4 + 2) =$ ____

23) $6^2 - (-6 \times 4) + 3 =$ _____

24) $4^2 - (5^2 \times 3) =$ _____

25) $(-4) + (12^2 \div 3^2) - 7^2 =$ __

26) $(3^2 \times 5) + (-5^2 - 9) =$ ____

27) $2[(3^2 \times 5) \times (-6)] =$ _____

28) $(11^2 - 2^2) - (-7^2) =$ _____

29) $(2^2 \times 5) - (64 \div 8) =$ _____

30) $2[(3^2 \times 4) + (35 \div 5)] =$ ___

31) $(4^2 \times 3) \div (-6) =$ _____

32) $3^2[(4^3 \div 16) - (3^3 \div 27)] =$