A Correlation of

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Algebra 2 Common Core
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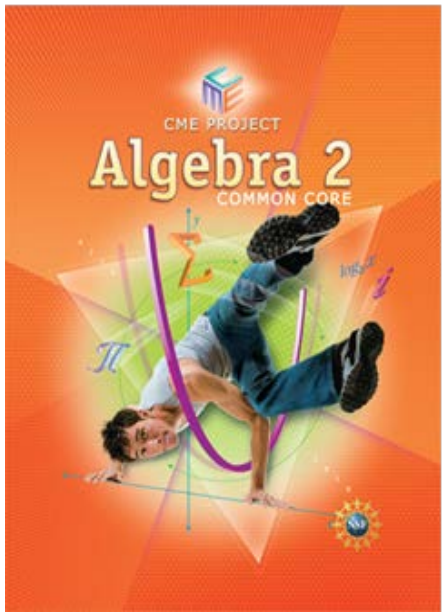

to the

California Common Core State Standards for Mathematics Standards Map
Algebra II

California Common Core State Standards for Mathematics
Standards Map

Algebra II

★ *Indicates a modeling standard linking mathematics to everyday life, work, and decision-making.*
(+) *Indicates additional mathematics to prepare students for advanced courses.*

			Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language**[1]	**Publisher Citations**	**Y**	**N**	**Reviewer Notes**
	NUMBER AND QUANTITY				
Domain	**THE COMPLEX NUMBER SYSTEM**				
Cluster	**Perform arithmetic operations with complex numbers.**				
N-CN 1.	Know there is a complex number *i* such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	**SE/TE:** 215 (#8), 224-226			
N-CN 2.	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	**SE/TE:** 224-226, 227-229, 230-232, 233-234, 235 (#4-5), 239 (#8), 240 (#15)			

[1] For some standards that appear in multiple courses (e.g., Algebra I and Algebra II), some examples included in the language of the standard that did not apply to this standards map were removed.

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Cluster	**Use complex numbers in polynomial identities and equations.** [Polynomials with real coefficients]				
N-CN 7.	Solve quadratic equations with real coefficients that have complex solutions.	**SE/TE:** 224-226, 227-229, 230-232, 233-234, 235 (#4-5), 239 (#8), 240 (#15)			
N-CN 8.	(+) Extend polynomial identities to the complex numbers. *For example, rewrite $x^2 + 4$ as $(x + 2i)(x – 2i)$.*	**SE/TE:** 229 (#14)			
N-CN 9.	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	**SE/TE:** 226, 228 (#5), 229 (#19)			
	ALGEBRA				
Domain	**SEEING STRUCTURE IN EXPRESSIONS**				
Cluster	**Interpret the structure of expressions.** [Polynomial and rational]				
A-SSE 1a.	Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients.★	**SE/TE:** 90-91, 93 (#2), 94 (#10), 159			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
A-SSE 1b.	Interpret expressions that represent a quantity in terms of its context. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P.*★	**SE/TE:** 143-147, 148 (#1-5), 149 (#8), 167-170, 171 (#2, 9-10, 12), 175, 176 (#5, 7, 12), 177-179, 181-185, 86 (#2), 187 (#4-6), 188-192, 193 (#1-2, 5), 635-637, 638 (#1)			
A-SSE 2.	Use the structure of an expression to identify ways to rewrite it.	**SE/TE:** 175, 176 (#5, 7), 177-178, 179, 181-184, 186 (#2), 187 (#4-6), 188-191, 193 (#1-5), 218, 222 (#11), 224-225, 227 (#1), 231-232, 233 (#3-5, 10), 234 (#14, 19), 429 (#7), 430 (#18, 21-22), 432-434, 435 (#11), 436 (#15), 444-445, 448 (#16)			
Cluster	**Write expressions in equivalent forms to solve problems.**				
A-SSE 4.	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.* ★	**SE/TE:** 666-667, 670 (#4)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Domain	**ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS**				
Cluster	**Perform arithmetic operations on polynomials.** [Beyond quadratic]				
A-APR 1.	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	This standard is addressed in CME Project Algebra 1: **SE/TE:** 636-642			
Cluster	**Understand the relationship between zeros and factors of polynomials.**				
A-APR 2.	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x – a$ is $p(a)$, so $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$.	**SE/TE:** 163-164, 164 (#1-3), 165 (#7-9), 166 (#14-15)			
A-APR 3.	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	For related content, please see: **SE/TE:** 179 (#1, 3), 187 (#4)			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
Cluster	**Use polynomial identities to solve problems.**				
A-APR 4.	Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*	**SE/TE:** 171 (#6-7), 211 (#4), 536 (#3)			
A-APR 5.	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.[2]	**SE/TE:** 694-697			
Cluster	**Rewrite rational expressions.** [Linear and quadratic denominators]				
A-APR 6.	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	**SE/TE:** 195-196, 197-198, 199 (#5)			

[2] The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
A-APR 7.	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	**SE/TE:** 195-196, 197-198, 199 (#5)			
Domain	**CREATING EQUATIONS**				
Cluster	**Create equations that describe numbers or relationships.** [Equations using all available types of expressions, including simple root functions]				
A-CED 1.	Create equations and inequalities in one variable **including ones with absolute value** and use them to solve problems*. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* **CA** ★	**SE/TE:** 41-45, 46-52, 53-59, 60-65, 66, 92-93, 167, 179-180, 425, 458-459, 463, 465, 476, 477, 484			
A-CED 2.	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★	**SE/TE:** 319-322, 324-330			
A-CED 3.	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. ★	This standard is addressed in CME Project Algebra 1: **SE/TE:** 172-177, 353-357, 358-362, 609-611, 612-618, 619-624, 625 629			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
A-CED 4.	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.★	This standard is addressed in CME Project Algebra 1: **SE/TE:** 172-177, 353-357, 358-362, 609-611, 612-618, 619-624, 625 629			
Domain	**REASONING WITH EQUATIONS AND INEQUALITIES**				
Cluster	**Understand solving equations as a process of reasoning and explain the reasoning.** [Simple radical and rational]				
A-REI 2.	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	For related content, please see: **SE/TE:** 193 (#6), 197 (#5), 198 (#7)			
Cluster	**Solve equations and inequalities in one variable.**				
A-REI 3.1	**Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context. CA**	Students graph absolute value functions as piecewise functions, using the definition of absolute value: $\|x\| = x$ if $x > 0$, and $\|x\| = -x$ if $x < 0$. **SE/TE:** 128, 131			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Cluster	**Represent and solve equations and inequalities graphically.** [Combine polynomial, rational, radical, absolute value, and exponential functions.]				
A-REI 11.	Explain why the *x*-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★	**SE/TE:** 454-455, 505, 506 (#3), 507 (#5)			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
	FUNCTIONS				
Domain	**INTERPRETING FUNCTIONS**				
Cluster	**Interpret functions that arise in applications in terms of the context.** [Emphasize selection of appropriate models.]				
F-IF 4.	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* ★	**SE/TE:** 454-458, 459 (#8), 461 (#22), 504-505, 506 (#3), 508 (#10-11, 13), 509 (#16), 527, 528 (#16), 529 (#18, 21), 537 (#8-10, 12), 741 (#6, 8), 743-744, 745 (#1), 746 (#3, 5-6, 8-9), 747 (#17, 19)			
F-IF 5.	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.★	**SE/TE:** 104, 106 (#1-2, 6), 128-129			
F-IF 6.	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★	**SE/TE:** 16-21, 22-28			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
Cluster	**Analyze functions using different representations.** [Focus on using key features to guide selection of appropriate type of model function.]				
F-IF 7b.	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. ★	**SE/TE:** 126-129, 132 (#3-4), 133 (#9-10), 134 (#11)			
F-IF 7c.	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. ★	**SE/TE:** 139, 537 (#11)			
F-IF 7e.	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. ★	**SE/TE:** 454-457, 458 (#1), 459 (#8), 461 (#22), 504-505, 506 (#3), 507 (#5), 508 (#10-11), 509 (#16), 743-745, 745 (#1-2), 746-747, 748-750, 752 (#11-12)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
F-IF 8.	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	This standard is addressed in CME Project Precalculus: **SE/TE:** 167-169, 170-179, 189-196, 352-356, 388-396			
F-IF 9.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	**SE/TE:** 572-573, 578 (#4)			
Domain	**BUILDING FUNCTIONS**				
Cluster	**Build a function that models a relationship between two quantities.** [Include all types of functions studied.]				
F-BF 1b.	Write a function that describes a relationship between two quantities. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*★	**SE/TE:** 109-111, 112-114, 119, 121, 123 (#8, 12)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Cluster	**Build new functions from existing functions.** [Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.]				
F-BF 3.	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*	**SE/TE:** 527, 528 (#16), 529 (#18, 20, 22), 539-543, 544 (#1-3), 545 (#5, 7-10), 547 (#16), 548-552, 553 (#1-2, 4), 554 (#9-10), 555 (#11, 14)			
F-BF 4a.	Find inverse functions. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x + 1)/(x - 1)$ for $x \neq 1$.*	**SE/TE:** 119-120, 121 (#1), 122 (#6), 123 (#11), 124 (#13-15, 19)			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Domain	**LINEAR, QUADRATIC, AND EXPONENTIAL MODELS**				
Cluster	**Construct and compare linear, quadratic, and exponential models and solve problems.**				
F-LE 4.	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. ★ [Logarithms as solutions for exponentials]	**SE/TE:** 491, 492 (#3), 494 (#16-17, 21-22), 499 (#1-2), 501 (#19)			
F-LE 4.1	**Prove simple laws of logarithms. CA ★**	**SE/TE:** 476, 492, 495-503, 523			
F-LE 4.2	**Use the definition of logarithms to translate between logarithms in any base. CA ★**	**SE/TE:** 489-494, 506, 507, 510-518, 519, 522, 523			
F-LE 4.3	**Understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values. CA ★**	**SE/TE:** 480, 482, 483, 484, 487-488, 489-494, 495-503, 504-509, 517, 519, 522, 523			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Domain	**TRIGONOMETRIC FUNCTIONS**				
Cluster	**Extend the domain of trigonometric functions using the unit circle.**				
F-TF 1.	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	This standard is addressed in CME Project Geometry: **SE/TE:** 386-391			
F-TF 2.	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	**SE/TE:** 720			
F-TF 2.1	**Graph all 6 basic trigonometric functions. CA**	**SE/TE:** 741-742, 743-747, 748-752, 760			
Cluster	**Model periodic phenomena with trigonometric functions.**				
F-TF 5.	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. ★	This standard is addressed in CME Project Precalculus: **SE/TE:** 57-59, 68-76			
Cluster	**Prove and apply trigonometric identities.**				
F-TF 8.	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	**SE/TE:** 730-734			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
	GEOMETRY				
Domain	**EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS**				
Cluster	**Translate between the geometric description and the equation for a conic section.**				
G-GPE 3.1	**Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, use the method for completing the square to put the equation into standard form; identify whether the graph of the equation is a circle, ellipse, parabola, or hyperbola and graph the equation.** [In Algebra II, this standard addresses only circles and parabolas.] **CA**	This standard is addressed in CME Project Precalculus: **SE/TE:** 488 Theorem 6.6, 490 (#3-4), 526 Project: The General Quadratic			
	STATISTICS AND PROBABILITY				
Domain	**INTERPRETING CATEGORICAL AND QUANTITATIVE DATA**				
Cluster	**Summarize, represent, and interpret data on a single count or measurement variable.**				
S-ID 4.	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★	This standard is addressed in CME Project Precalculus: **SE/TE:** 617-620, 621-630, 631-637			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Domain	**MAKING INFERENCES AND JUSTIFYING CONCLUSIONS**				
Cluster	**Understand and evaluate random processes underlying statistical experiments.**				
S-IC 1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★	This standard is addressed in CME Project Precalculus: **SE/TE:** 587-588, 658			
S-IC 2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*★	This standard is addressed in CME Project Precalculus: **SE/TE:** 539-540, 605-609, 658			
Cluster	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**				
S-IC 3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★	**SE/TE:** 403-409			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
S-IC 4.	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★	**SE/TE:** 410-412			
S-IC 5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★	**SE/TE:** 411 (#7, 9)			
S-IC 6.	Evaluate reports based on data. ★	**SE/TE:** 411 (#7, 9)			
Domain	**USING PROBABILITY TO MAKE DECISIONS**				
Cluster	**Use probability to evaluate outcomes of decisions.** [Include more complex situations.]				
S-MD 6.	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). ★	This standard is addressed in CME Project Precalculus: **SE/TE:** 539-540, 541-547			
S-MD 7.	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★	This standard is addressed in CME Project Precalculus: **SE/TE:** 562-569			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
	MATHEMATICAL PRACTICES				
MP 1.	Make sense of problems and persevere in solving them.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 35 (#3-4), 106 (#2), 122 (#2), 289 (#4, 6), 481 (#8), 745 (#1) **On Your Own:** 27 (#17), 65 (#10), 133 (#10), 216 (#12), 253 (#14) **Maintain Your Skills:** 28 (#21), 52 (#15-18)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 2.	Reason abstractly and quantitatively.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 13 (#8), 227 (#3), 313 (#8), 345 (#2), 381 (#4), 787 (#6, 8), 794 (#5) **On Your Own:** 43 (#10), 234 (#16), 263 (#15), 771 (#10) **Maintain Your Skills:** 323 (#12-13), 330 (#20-21)			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 3.	Construct viable arguments and critique the reasoning of others.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 35 (#6), 133 (#7), 227 (#4), 233 (#7), 313 (#8), 516 (#7), 727 (#4), 793 (#4) **On Your Own:** 124 (#18), 234 (#13), 713 (#14) **Maintain Your Skills:** 44 (#13)			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 3.1	**Students build proofs by induction and proofs by contradiction. CA** [for higher mathematics only].	N/A			
MP 4.	Model with mathematics.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 49 (#2-3), 243 (#4), 467 (#6) **On Your Own:** 51 (#12), 75 (#6), 461 (#18), 467 (#10), 517 (#9, 12), 746 (#11-12) **Maintain Your Skills:** 253 (#18), 518 (#15-16)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 5.	Use appropriate tools strategically.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 49 (#2-3), 243 (#4), 467 (#6) **On Your Own:** 51 (#12), 75 (#6), 461 (#18), 467 (#10), 517 (#9, 12), 746 (#11-12) **Maintain Your Skills:** 253 (#18), 518 (#15-16)			

			Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**	**Publisher Citations**	**Y**	**N**	**Reviewer Notes**
MP 6.	Attend to precision.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 49 (#2-3) **On Your Own:** 20 (#11-12), 51 (#12), 52 (#13), 70 (#9-12), 349 (#19-20), 732 (#8), 779 (#14-16) **Maintain Your Skills:** 99 (#11-12), 229 (#17-19), 789 (#20)			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 7.	Look for and make use of structure.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 25 (#7), 79 (#2), 289 (#9), 313 (#4), 335 (#7) **On Your Own:** 20 (#14), 21 (#18), 80 (#10-13), 253 (#16), 265 (#20) **Maintain Your Skills:** 38 (#21-22), 45 (#17), 76 (#10)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 8.	Look for and express regularity in repeated reasoning.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 13 (#7), 392 (#4), 621 (#6), 626 (#5), 629 (#3), 661 (#4-7), 670 (#3), 678 (#1) **On Your Own:** 622 (#12-13), 662 (#9), 663 (#14-15), 684 (#4) **Maintain Your Skills:** 59 (#16), 375 (#14, 16), 627 (#11), 684 (#6)			