

Standard	Description	Pg No.	Reference Example	Page Link
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest. Clarifications: Clarification 1: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions. Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.	109-111	Solving for a Specified Variable (Literal Equations)	https://wgedesigngroup.com/Pearson/algebra_trig/109
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients. Clarifications: Clarification 1: Instruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial. Clarification 2: Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.	110-111 52-53 52-53	Concept - Solving for a Specified Variable (Literal Equations) Exercise 9, 39-47 Addition and Subtraction Concept - Adding and Subtracting Polynomials, Multiplying Polynomials, Example - 2.3	https://wgedesigngroup.com/Pearson/algebra_trig/110 https://wgedesigngroup.com/Pearson/algebra_trig/52 https://wgedesigngroup.com/Pearson/algebra_trig/52
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	56 340-346	Dividing Polynomials Synthetic division	https://wgedesigngroup.com/Pearson/algebra_trig/56
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions. Clarifications: Clarification 1: Instruction includes the connection to fractions and common denominators.	74-80	Multiplication and Division	https://wgedesigngroup.com/Pearson/algebra_trig/74
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features. Clarifications: Clarification 1: Key features are limited to domain, range, intercepts and rate of change. Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form. Clarification 3: Instruction includes cases where one variable has a coefficient of zero. Clarification 4: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.	238-244 238 239 243-244 239 253 254 238 239	Graphing a Linear Function Using Intercepts Graphing a Horizontal Line Average Rate of Change Standard Form Point-Slope Form Slope-Intercept Form Graphing a Linear Function Using Intercepts Graphing a Horizontal Line	https://wgedesigngroup.com/Pearson/algebra_trig/238 https://wgedesigngroup.com/Pearson/algebra_trig/238 https://wgedesigngroup.com/Pearson/algebra_trig/239 https://wgedesigngroup.com/Pearson/algebra_trig/238
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. Clarifications: Clarification 1: Key features are limited to domain, range, intercepts and rate of change. Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form. Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. Clarification 5: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.	238-244 238 239 243-244 239 253 254 238 239 NA NA	Graphing a Linear Function Using Intercepts Graphing a Linear Function Using Intercepts Graphing a Horizontal Line Average Rate of Change Standard Form Point-Slope Form Slope-Intercept Form Graphing a Linear Function Using Intercepts Graphing a Horizontal Line	https://wgedesigngroup.com/Pearson/algebra_trig/238 https://wgedesigngroup.com/Pearson/algebra_trig/238 https://wgedesigngroup.com/Pearson/algebra_trig/238 https://wgedesigngroup.com/Pearson/algebra_trig/239 https://wgedesigngroup.com/Pearson/algebra_trig/238
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features. Clarifications: Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. Clarification 2: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex. Clarification 3: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. Clarification 4: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.	171-174 324-335 364-366 325 364-365 329 171-174 226-227 NA	Quadratic Inequalities Quadratic Function Graphing Techniques Graphing Quadratic Functions Increasing, Decreasing, and Constant Functions The Vertex Formula Identifying Functions, Domains, and Ranges Quadratic Inequalities	https://wgedesigngroup.com/Pearson/algebra_trig/171 https://wgedesigngroup.com/Pearson/algebra_trig/325 https://wgedesigngroup.com/Pearson/algebra_trig/329 https://wgedesigngroup.com/Pearson/algebra_trig/171
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. Clarifications: Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry. Clarification 2: Instruction includes the use of standard form, factored form and vertex form. Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.	171-174 324-335 364-366 325 364-365 329 171-174 226-227 NA	Quadratic Inequalities Quadratic Function Graphing Techniques Graphing Quadratic Functions Increasing, Decreasing, and Constant Functions The Vertex Formula Identifying Functions, Domains, and Ranges Quadratic Inequalities	https://wgedesigngroup.com/Pearson/algebra_trig/171 https://wgedesigngroup.com/Pearson/algebra_trig/325 https://wgedesigngroup.com/Pearson/algebra_trig/329 https://wgedesigngroup.com/Pearson/algebra_trig/171
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	182-185	absolute value inequalities	https://wgedesigngroup.com/Pearson/algebra_trig/182
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context. Clarifications: Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry. Clarification 2: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.	270-271 270-271 270-271	The Absolute Value Function absolute value functions absolute value functions	https://wgedesigngroup.com/Pearson/algebra_trig/270 https://wgedesigngroup.com/Pearson/algebra_trig/270 https://wgedesigngroup.com/Pearson/algebra_trig/270
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	449-453 489-495	exponential function Exponential and Logarithmic Equations	https://wgedesigngroup.com/Pearson/algebra_trig/449
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. Clarifications: Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms where b is a whole number greater than 1 or a unit fraction, or , where $0 < r < 1$ Clarification 2: Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.	449-453 489-495 NA	exponential function Exponential and Logarithmic Equations	https://wgedesigngroup.com/Pearson/algebra_trig/449
MA.912.AR.5.6	Given a table, equation or written description of an exponential function, graph that function and determine its key features. Clarifications: Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation. Clarification 3: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder. Clarification 4: Within the Algebra 1 course, exponential functions are limited to the forms where b is a whole number greater than 1 or a unit fraction or , where $0 < r < 1$	449-453 450-453 451 489-495 NA	Exponential Function Graphing Exponential Function Example 2 Exponential and Logarithmic Equations	https://wgedesigngroup.com/Pearson/algebra_trig/449 https://wgedesigngroup.com/Pearson/algebra_trig/450 https://wgedesigngroup.com/Pearson/algebra_trig/451 https://wgedesigngroup.com/Pearson/algebra_trig/489
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. Clarifications: Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes. Clarification 2: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. Clarification 3: Instruction includes understanding that when the logarithm of the dependent variable is taken and graphed, the exponential function will be transformed into a linear function. Clarification 4: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.	440-453 450-453 451 489-495 NA	Exponential Function Graphing Exponential Function Example 2 Exponential and Logarithmic Equations	https://wgedesigngroup.com/Pearson/algebra_trig/449 https://wgedesigngroup.com/Pearson/algebra_trig/450 https://wgedesigngroup.com/Pearson/algebra_trig/451 https://wgedesigngroup.com/Pearson/algebra_trig/489
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features. Clarifications: Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.	465-469 465-66 465-469	Logarithmic Function Graphing Logarithmic Function logarithmic functions	https://wgedesigngroup.com/Pearson/algebra_trig/465 https://wgedesigngroup.com/Pearson/algebra_trig/465 https://wgedesigngroup.com/Pearson/algebra_trig/465
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context. Clarifications: Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes. Clarification 2: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.	465-469 465-66 465-469	Logarithmic Function Graphing Logarithmic Function logarithmic functions	https://wgedesigngroup.com/Pearson/algebra_trig/465 https://wgedesigngroup.com/Pearson/algebra_trig/465 https://wgedesigngroup.com/Pearson/algebra_trig/465
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	158-160	Equations with Radicals	https://wgedesigngroup.com/Pearson/algebra_trig/158
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions. Clarifications: Clarification 1: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.	154-158 NA	rational equations	https://wgedesigngroup.com/Pearson/algebra_trig/154
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities. Clarifications: Clarification 1: Instruction includes cases where one variable has a coefficient of zero. Clarification 2: Within the Algebra 1 course, the system is limited to two inequalities.	939-940 939-940 NA	Linear Inequalities in Two Variables	https://wgedesigngroup.com/Pearson/algebra_trig/939 https://wgedesigngroup.com/Pearson/algebra_trig/939
MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options. Clarifications: Clarification 1: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.	939-946	Linear Inequalities in Two Variables	https://wgedesigngroup.com/Pearson/algebra_trig/939
MA.912.AR.9.10	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context. Clarifications: Clarification 1: Key features are limited to domain, range, intercepts, asymptotes and end behavior. Clarification 2: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.	939-946 939-946 945	Linear Inequalities in Two Variables Linear Inequalities in Two Variables Example 5	https://wgedesigngroup.com/Pearson/algebra_trig/939 https://wgedesigngroup.com/Pearson/algebra_trig/939 https://wgedesigngroup.com/Pearson/algebra_trig/945

MA.912.F.1.1:	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it. Clarifications: Clarification 1: Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential. Clarification 2: Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions:	439	EXAMPLE 5	https://wgedesigngroup.com/Pearson/algebra_trig/439
		NA	NA	
		NA	NA	
MA.912.F.1.2:	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. Clarifications: Clarification 1: Problems include simple functions in two-variables, such as $f(x,y)=3x-2y$. Clarification 2: Within the Algebra 1 course, functions are limited to one-variable such as $f(x)=3x$.	227-228	Function Notation	https://wgedesigngroup.com/Pearson/algebra_trig/227
		227-228	Function Notation	https://wgedesigngroup.com/Pearson/algebra_trig/227
		NA	NA	
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. Clarifications: Clarification 1: Instruction includes making the connection to determining the slope of a particular line segment.	243-244	Average Rate of Change	https://wgedesigngroup.com/Pearson/algebra_trig/243
		244	Interpreting slope as average rate of change	https://wgedesigngroup.com/Pearson/algebra_trig/244
MA.912.F.1.6:	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. Clarifications: Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes. Clarification 2: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically. Clarification 3: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.	928-930	Nonlinear Systems	https://wgedesigngroup.com/Pearson/algebra_trig/928
		928-930	Nonlinear Systems	https://wgedesigngroup.com/Pearson/algebra_trig/928
		NA	NA	
		NA	NA	
MA.912.F.2.1:	Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x)+k$, $f(x)$, $f(x)$ and $f(x)+k$ for specific values of k . Clarifications: Clarification 1: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value. Clarification 2: Instruction focuses on including positive and negative values for k .	279-290	Graphing Techniques	https://wgedesigngroup.com/Pearson/algebra_trig/279
		NA		
		279-290	Graphing Techniques	https://wgedesigngroup.com/Pearson/algebra_trig/279
MA.912.F.2.2:	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	288	Using More Than One Transformation	https://wgedesigngroup.com/Pearson/algebra_trig/288
MA.912.F.2.3:	Given the graph or table of $f(x)$ and the graph or table of $f(x)+k$, $f(x)$ and $f(x)+k$, state the type of transformation and find the value of the real number k . Clarifications: Clarification 1: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.	279-290	Graphing Techniques	https://wgedesigngroup.com/Pearson/algebra_trig/279
		NA	NA	
MA.912.F.2.4:	Given the graph or table of values of two or more transformations of a function, state the type of transformation and find the values of the real number that defines the transformation.	289	Example 9	https://wgedesigngroup.com/Pearson/algebra_trig/289
MA.912.F.2.5:	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the x- or y-values or multiplying the x- or y-values by a real number.	279-290	Graphing Techniques	https://wgedesigngroup.com/Pearson/algebra_trig/279
MA.912.F.3.2:	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function. Clarifications: Clarification 1: Instruction includes representing domain restrictions with inequality notation, interval notation or set-builder notation. Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.	302-306	Composition of Functions and Domain	https://wgedesigngroup.com/Pearson/algebra_trig/302
		302	Composition of Functions and Domain	https://wgedesigngroup.com/Pearson/algebra_trig/302
		NA		
MA.912.F.3.4:	Represent the composition of two functions algebraically or in a table.	302-306	Composition of Functions and Domain	https://wgedesigngroup.com/Pearson/algebra_trig/302
MA.912.F.3.6:	Determine whether an inverse function exists by analyzing tables, graphs and equations.	436-437	Inverse Functions	https://wgedesigngroup.com/Pearson/algebra_trig/436
MA.912.F.3.7:	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other. Clarifications: Clarification 1: Instruction includes the understanding that a logarithmic function is the inverse of an exponential function.	436-438 463-465	Inverse Functions	https://wgedesigngroup.com/Pearson/algebra_trig/436
		463-465	Logarithmic Functions	https://wgedesigngroup.com/Pearson/algebra_trig/463
MA.912.NSO.1.1:	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents. Clarifications: Clarification 1: Instruction includes the use of technology when appropriate. Clarification 2: Refer to the K-12 Formulas (Appendix F) for the Laws of Exponents. Clarification 3: Instruction includes converting between expressions involving rational exponents and expressions involving radicals. Clarification 4: Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.	45-46 62-90	Rational Exponents Radical Expressions	https://wgedesigngroup.com/Pearson/algebra_trig/45
		45-48	Rational Exponents	https://wgedesigngroup.com/Pearson/algebra_trig/45
		47	Rules for Exponents	https://wgedesigngroup.com/Pearson/algebra_trig/47
		82-90	Radical Expressions	https://wgedesigngroup.com/Pearson/algebra_trig/82
		NA	NA	
MA.912.NSO.1.2:	Generate equivalent algebraic expressions using the properties of exponents.	82-90	Radical Expressions	https://wgedesigngroup.com/Pearson/algebra_trig/82
MA.912.NSO.1.3:	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents. Clarifications: Clarification 1: Within the Algebra 2 course, radicands are limited to monomial algebraic expressions.	45-48 82-90	Rational Exponents Radical Expressions	https://wgedesigngroup.com/Pearson/algebra_trig/45
		NA	NA	
MA.912.NSO.1.6:	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents. Clarifications: Clarification 1: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.	469-471	Properties of logarithms (Example 7)	https://wgedesigngroup.com/Pearson/algebra_trig/469
		NA	NA	
MA.912.NSO.1.7:	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents. Clarifications: Clarification 1: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.	469-471	Properties of logarithms (Example 6)	https://wgedesigngroup.com/Pearson/algebra_trig/469
		NA	NA	
MA.K12.MTR.1.1:	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. Teachers who encourage students to participate actively in effortful learning both individually and with others: Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.	340 1211 1213 1215 1217 1219 1221 318 1211 1213 1215 1217 1219 1221 378 1211 1213 1215 1217 1219 1221 523 1211 1213 1215 1217 1219 1221 239 1211 1213 1215 1217 1219 1221 61 1211 1213 1215 1217 1219 1221 1225 1226 1227 1228 1229 1230 436 1215 1219 792 1215 1219 522 1215 1219 905 1215 1219 986 1215 1219 675 1215 1219	Exercises 87-90 Activity 1: What a Workout (SE) Activity 2: Acid Graph (SE) Activity 3: Fields of Functions (SE) Activity 4: Math in Motion (SE) Activity 5: Power Up (SE) Activity 6: From Base to Branch (SE) Q 58 - Job Market Activity 1: What a Workout (SE) Activity 2: Acid Graph (SE) Activity 3: Fields of Functions (SE) Activity 4: Math in Motion (SE) Activity 5: Power Up (SE) Activity 6: From Base to Branch (SE) Q 102 - Swing of a Pendulum Activity 1: What a Workout (SE) Activity 2: Acid Graph (SE) Activity 3: Fields of Functions (SE) Activity 4: Math in Motion (SE) Activity 5: Power Up (SE) Activity 6: From Base to Branch (SE) Q 81 - Financial Planning Activity 1: What a Workout (SE) Activity 2: Acid Graph (SE) Activity 3: Fields of Functions (SE) Activity 4: Math in Motion (SE) Activity 5: Power Up (SE) Activity 6: From Base to Branch (SE) Example 2: Graphing a Horizontal Line Activity 1: What a Workout (SE) Activity 2: Acid Graph (SE) Activity 3: Fields of Functions (SE) Activity 4: Math in Motion (SE) Activity 5: Power Up (SE) Activity 6: From Base to Branch (SE) Section R.6 Factoring Polynomials; Relating Concepts Activity 1: What a Workout (SE) Activity 2: Acid Graph (SE) Activity 3: Fields of Functions (SE) Activity 4: Math in Motion (SE) Activity 5: Power Up (SE) Activity 6: From Base to Branch (SE) Activity 1: What a Workout (TE) Activity 2: Acid Graph (TE) Activity 3: Fields of Functions (TE) Activity 4: Math in Motion (TE) Activity 5: Power Up (TE) Activity 6: From Base to Branch (TE) Section 4.1 Inverse Functions; Inverse Functions Activity 3: Fields of Functions (SE) Activity 5: Power Up (SE) Section B.2 The Law of Cosines; Deviation of Heron's Formula Activity 3: Fields of Functions (SE) Activity 5: Power Up (SE) Modeling: Q 80 Activity 3: Fields of Functions (SE) Activity 5: Power Up (SE) Section 9.2 Exercises Q 83 Activity 3: Fields of Functions (SE) Activity 5: Power Up (SE) Modeling - Q 67 Activity 3: Fields of Functions (SE) Activity 5: Power Up (SE) Modeling Monthly Temperatures Q 6 Activity 3: Fields of Functions (SE) Activity 5: Power Up (SE)	https://wgedesigngroup.com/Pearson/algebra_trig/340 https://wgedesigngroup.com/Pearson/algebra_trig/1211 https://wgedesigngroup.com/Pearson/algebra_trig/1213 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1217 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/1221 https://wgedesigngroup.com/Pearson/algebra_trig/318 https://wgedesigngroup.com/Pearson/algebra_trig/1211 https://wgedesigngroup.com/Pearson/algebra_trig/1213 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1217 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/1221 https://wgedesigngroup.com/Pearson/algebra_trig/378 https://wgedesigngroup.com/Pearson/algebra_trig/1211 https://wgedesigngroup.com/Pearson/algebra_trig/1213 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1217 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/1221 https://wgedesigngroup.com/Pearson/algebra_trig/523 https://wgedesigngroup.com/Pearson/algebra_trig/1211 https://wgedesigngroup.com/Pearson/algebra_trig/1213 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1217 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/1221 https://wgedesigngroup.com/Pearson/algebra_trig/239 https://wgedesigngroup.com/Pearson/algebra_trig/1211 https://wgedesigngroup.com/Pearson/algebra_trig/1213 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1217 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/1221 https://wgedesigngroup.com/Pearson/algebra_trig/61 https://wgedesigngroup.com/Pearson/algebra_trig/1211 https://wgedesigngroup.com/Pearson/algebra_trig/1213 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1217 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/1221 https://wgedesigngroup.com/Pearson/algebra_trig/1225 https://wgedesigngroup.com/Pearson/algebra_trig/1226 https://wgedesigngroup.com/Pearson/algebra_trig/1227 https://wgedesigngroup.com/Pearson/algebra_trig/1228 https://wgedesigngroup.com/Pearson/algebra_trig/1229 https://wgedesigngroup.com/Pearson/algebra_trig/1230 https://wgedesigngroup.com/Pearson/algebra_trig/436 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/792 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/522 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/905 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/986 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1219 https://wgedesigngroup.com/Pearson/algebra_trig/675 https://wgedesigngroup.com/Pearson/algebra_trig/1215 https://wgedesigngroup.com/Pearson/algebra_trig/1219

	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations	1227	Activity 3: Fields of Functions (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1227					
		1229	Activity 5: Power Up (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1229					
		906	Section 9.2 Exercises Q 82	https://wgedsingroup.com/Pearson/algebra_tigr/906					
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency.	1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Mathematicians who complete tasks with mathematical fluency:								
	Select efficient and appropriate methods for solving problems within the given context.	984	Relating Concepts Q 87	https://wgedsingroup.com/Pearson/algebra_tigr/984					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Maintain flexibility and accuracy while performing procedures and mental calculations.	50	Concept Check Qs 109-116	https://wgedsingroup.com/Pearson/algebra_tigr/50					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Complete tasks accurately and with confidence.	905	Section 9.2 Exercises Q 82	https://wgedsingroup.com/Pearson/algebra_tigr/905					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Adapt procedures to apply them to a new context.	1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
		1013	Example 5: Applying Cramer's Rule to a 2 x 2 system	https://wgedsingroup.com/Pearson/algebra_tigr/1013					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Use feedback to improve efficiency when performing calculations.	1074	Section 11.4 The Binomial Theorem: n-Factorial	https://wgedsingroup.com/Pearson/algebra_tigr/1074					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and	1227	Activity 3: Fields of Functions (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1227					
		1228	Activity 4: Math in Motion (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1228					
		1229	Activity 5: Power Up (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1229					
		1230	Activity 6: From Base to Branch (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1230					
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others.	960	Section 9.7 Exercises Q 23	https://wgedsingroup.com/Pearson/algebra_tigr/960					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:								
	Communicate mathematical ideas, vocabulary and methods effectively.	578	Concept Check Questions 57-64	https://wgedsingroup.com/Pearson/algebra_tigr/578					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Analyze the mathematical thinking of others.	589	Question 57	https://wgedsingroup.com/Pearson/algebra_tigr/589					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Compare the efficiency of a method to those expressed by others.	1107	Concept Check: Q 18	https://wgedsingroup.com/Pearson/algebra_tigr/1107					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Recognize errors and suggest how to correctly solve the task.	748	Concept Preview: Q 14 Concept Check	https://wgedsingroup.com/Pearson/algebra_tigr/748					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Justify results by explaining methods and processes.	943-944	Example 4: Maximizing Rescue Efforts	https://wgedsingroup.com/Pearson/algebra_tigr/943					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Construct possible arguments based on evidence.	829	Julia Set Q 72 d	https://wgedsingroup.com/Pearson/algebra_tigr/829					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: Establish a culture in which students ask questions of the teacher and/or	1229	Activity 5: Power Up (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1229					
		1230	Activity 6: From Base to Branch (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1230					
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts.	65	Section R.6 Factoring Polynomials; Factoring Binomials	https://wgedsingroup.com/Pearson/algebra_tigr/65					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Mathematicians who use patterns and structure to help understand and connect mathematical concepts:								
	Focus on relevant details within a problem.	449-450	Example 1: Evaluating an Exponential Function	https://wgedsingroup.com/Pearson/algebra_tigr/449					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Create plans and procedures to logically order events, steps or ideas to solve problems.	174	Section 1.7 Inequalities; Solving a Rational Inequality	https://wgedsingroup.com/Pearson/algebra_tigr/174					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Decompose a complex problem into manageable parts.	142	Example 1: Solving a Problem Involving Volume	https://wgedsingroup.com/Pearson/algebra_tigr/142					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Relate previously learned concepts to new concepts.	921	Chapter 2 Test Q 7	https://wgedsingroup.com/Pearson/algebra_tigr/921					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Look for similarities among problems.	1081	Principle of Mathematical Induction	https://wgedsingroup.com/Pearson/algebra_tigr/1081					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Connect solutions of problems to more complicated large-scale situations.	145	Example 4: Analyzing Trolley Ridership	https://wgedsingroup.com/Pearson/algebra_tigr/145					
		1215	Activity 3: Fields of Functions (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1215					
		1217	Activity 4: Math in Motion (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1217					
		1219	Activity 5: Power Up (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1219					
		1221	Activity 6: From Base to Branch (SE)	https://wgedsingroup.com/Pearson/algebra_tigr/1221					
	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop these abilities based on the similarities found	1227	Activity 3: Fields of Functions (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1227					
		1228	Activity 4: Math in Motion (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1228					
		1229	Activity 5: Power Up (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1229					
		1230	Activity 6: From Base to Branch (TE)	https://wgedsingroup.com/Pearson/algebra_tigr/1230					
MA.K12.MTR.6.1:	Assess the reasonableness of solutions.	156-157	Example 3: Solving a Work Rate Problem	https://wgedsingroup.com/Pearson/algebra_tigr/156					

