

California Tutorials are designed specifically for the California Common Core State Standards and the California Next Generation Science Standards to prepare students for the Smarter Balanced Assessment Consortium (SBAC) exams and the California Science Tests.

Math Tutorials offer targeted instruction, practice and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing the ability to apply their knowledge in abstract and real world scenarios, students build the depth of knowledge and higher order skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible to students through focused content, modeled logic and process, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students focus on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

1. EXPRESSIONS, EQUATIONS, AND INEQUALITIES

● ONE-STEP EQUATIONS AND INEQUALITIES

- **A-REI.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- **A-CED.1** Create equations and inequalities in one variable including ones with absolute value and use them to solve problems.
- **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.
- **F-BF.1.a** Determine an explicit expression, a recursive process, or steps for calculation from a context.

● MULTI-STEP EQUATIONS AND INEQUALITIES

- **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.
- **A-CED.1** Create equations and inequalities in one variable including ones with absolute value and use them to solve problems.
- **A-REI.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- **A-REI.1** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

● AXIOMS OF EQUALITY

- **A-REI.1** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

● LITERAL EQUATIONS

- **A-REI.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- **A-CED.1** Create equations and inequalities in one variable including ones with absolute value and use them to solve

problems.

- **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

2. WRITING EQUATIONS AND INEQUALITIES

• FORMULATING AND SOLVING EQUATIONS FROM WORD PROBLEMS

- **A-SSE.1.a** Interpret parts of an expression, such as terms, factors, and coefficients.
- **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.
- **F-LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **F-LE.1.b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **A-CED.1** Create equations and inequalities in one variable including ones with absolute value and use them to solve problems.

• FORMULATING AND SOLVING INEQUALITIES FROM WORD PROBLEMS

- **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.
- **A-CED.1** Create equations and inequalities in one variable including ones with absolute value and use them to solve problems.
- **A-REI.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- **A-SSE.1.a** Interpret parts of an expression, such as terms, factors, and coefficients.

3. FUNCTIONS

• FUNCTIONS AND RELATIONS

- **F-IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **F-IF.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

• DOMAIN AND RANGE

- **F-IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

• EVALUATING FUNCTIONS

- **F-IF.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- **F-IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

4. GRAPHING LINEAR EQUATIONS AND INEQUALITIES

• GRAPHING AND ANALYZING LINEAR FUNCTIONS

- **F-IF.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- **F-LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

- **F-IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
- **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.
- **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.

• GRAPHING AND MANIPULATING $Y = MX + B$

- **F-IF.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- **F-IF.7.a** Graph linear and quadratic functions and show intercepts, maxima, and minima.
- **F-LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **A-CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **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.
- **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.
- **S-ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- **F-LE.1.b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **F-LE.5** Interpret the parameters in a linear or exponential function in terms of a context.

• GRAPHS OF LINEAR INEQUALITIES

- **A-REI.12** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
- **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.

5. LINEAR EQUATIONS

• SLOPE

- **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.
- **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.
- **F-IF.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- **G-GPE.5** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

• SLOPE-INTERCEPT FORM OF A LINEAR EQUATION

- **A-REI.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- **F-IF.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- **F-IF.7.a** Graph linear and quadratic functions and show intercepts, maxima, and minima.
- **F-LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a

description of a relationship, or two input-output pairs (include reading these from a table).

- **G-GPE.5** *Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).*
- **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.*
- **S-ID.7** *Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*

● **POINT-SLOPE FORM OF A LINEAR EQUATION**

- **A-REI.10** *Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).*
- **F-IF.1** *Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.*
- **F-LE.2** *Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*
- **F-IF.7.a** *Graph linear and quadratic functions and show intercepts, maxima, and minima.*
- **G-GPE.5** *Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).*

6. POINTS, LINES, AND ANGLES

● **POINTS, RAYS, LINE SEGMENTS, LINES, AND FIGURES**

- **G-CO.1** *Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.*

● **PARALLEL AND PERPENDICULAR LINES**

- **G-CO.1** *Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.*
- **G-GPE.5** *Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).*

7. COORDINATE GEOMETRY

● **LENGTH AND THE DISTANCE FORMULA**

- **G-CO.1** *Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.*
- **G-GPE.7** *Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

● **PERIMETER ON THE COORDINATE PLANE**

- **G-GPE.7** *Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*
- **G-GPE.4** *Use coordinates to prove simple geometric theorems algebraically.*

● **AREA ON THE COORDINATE PLANE**

- **G-GPE.7** *Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

● **CONJECTURES IN COORDINATE GEOMETRY**

- **G-CO.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- **G-GPE.4** Use coordinates to prove simple geometric theorems algebraically.

8. TRANSFORMATIONS AND CONGRUENCE

• DILATIONS, TRANSLATIONS, ROTATIONS, AND REFLECTIONS

- **G-CO.3** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- **G-CO.5** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- **G-CO.6** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- **G-CO.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- **G-CO.4** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

• TRANSFORMATIONS ON THE COORDINATE PLANE

- **G-CO.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- **G-CO.3** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- **G-CO.4** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- **G-CO.5** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- **G-CO.6** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

• TRIANGLES AND CONGRUENCE TRANSFORMATIONS

- **G-CO.6** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- **G-CO.7** Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- **G-CO.8** Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

• CONGRUENCE OF OTHER POLYGONS

- **G-CO.6** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- **G-CO.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- **G-CO.5** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- **G-CO.3** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

9. LINEAR SYSTEMS

• SOLVING SYSTEMS OF LINEAR EQUATIONS: GUESS AND CHECK

- **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.
- **F-BF.1.a** Determine an explicit expression, a recursive process, or steps for calculation from a context.
- **A-REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

• SOLVING SYSTEMS OF LINEAR EQUATIONS: GRAPHING

- **A-CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **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.
- **A-REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- **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.

• SOLVING SYSTEMS OF LINEAR EQUATIONS: SUBSTITUTION

- **A-CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **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.
- **A-REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

• SOLVING SYSTEMS OF LINEAR EQUATIONS: ELIMINATION

- **A-CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **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.
- **A-REI.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.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

10. WORKING WITH FUNCTIONS

• LINEAR VERSUS NONLINEAR

- **F-LE.1.a** Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- **F-LE.1.b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **F-LE.1.c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **F-LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **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.

- **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.
- **F-IF.9** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

• **LINEAR AND EXPONENTIAL PARENT FUNCTIONS**

- **A-REI.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- **F-IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
- **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.
- **F-IF.7.e** Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
- **F-LE.1.c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

• **TRANSFORMATIONS OF THE LINEAR AND EXPONENTIAL PARENT FUNCTIONS**

- **F-BF.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, 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.
- **G-CO.6** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

11. EXPONENTIAL FUNCTIONS, EQUATIONS, AND INEQUALITIES

• **EXPONENTIAL FUNCTIONS**

- **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.
- **F-LE.1.a** Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- **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.
- **F-IF.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- **F-IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
- **F-IF.7.e** Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
- **A-REI.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- **A-CED.1** Create equations and inequalities in one variable including ones with absolute value and use them to solve problems.
- **F-LE.1.c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **F-LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **F-LE.5** Interpret the parameters in a linear or exponential function in terms of a context.

• **EXPONENTIAL GROWTH AND DECAY**

- **F-LE.1.a** Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

- **F-LE.1.c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **F-LE.5** Interpret the parameters in a linear or exponential function in terms of a context.
- **A-SSE.1.b** Interpret complicated expressions by viewing one or more of their parts as a single entity.
- **F-LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **F-LE.1.b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **F-LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
- **A-CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

• SOLVING EXPONENTIAL INEQUALITIES

- **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.
- **A-SSE.1.b** Interpret complicated expressions by viewing one or more of their parts as a single entity.
- **A-CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **F-LE.1.c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

12. SEQUENCES

• SEQUENCES

- **F-BF.1.a** Determine an explicit expression, a recursive process, or steps for calculation from a context.
- **F-BF.2** Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
- **F-IF.3** Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
- **F-LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

• ARITHMETIC AND GEOMETRIC SEQUENCES

- **F-BF.2** Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
- **F-IF.3** Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
- **F-LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **F-BF.1.a** Determine an explicit expression, a recursive process, or steps for calculation from a context.

13. STATISTICS

• DATA ANALYSIS

- **S-ID.1** Represent data with plots on the real number line (dot plots, histograms, and box plots).
- **S-ID.2** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- **S-ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

• FREQUENCY TABLES

- **S-ID.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 conditional relative frequencies). Recognize possible associations and trends in the data.

- **S-ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

- **SCATTERPLOTS**

- **S-ID.6.a** Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
- **S-ID.6.b** Informally assess the fit of a function by plotting and analyzing residuals.
- **S-ID.9** Distinguish between correlation and causation.
- **S-ID.6.c** Fit a linear function for a scatter plot that suggests a linear association.
- **S-ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

- **SCATTERPLOTS AND MODELING**

- **S-ID.6.a** Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
- **S-ID.6.b** Informally assess the fit of a function by plotting and analyzing residuals.
- **S-ID.8** Compute (using technology) and interpret the correlation coefficient of a linear fit.
- **S-ID.6.c** Fit a linear function for a scatter plot that suggests a linear association.
- **S-ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- **F-LE.1.a** Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- **F-LE.1.c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

14. TOPICS IN GEOMETRY

- **MONITORING PRECISION AND ACCURACY**

- **N-Q.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **N-Q.2** Define appropriate quantities for the purpose of descriptive modeling.
- **N-Q.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

- **CONSTRUCTIONS**

- **G-CO.12** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).
- **G-CO.13** Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.