**Publisher/Developer:** Agile Mind Educational Holdings, Inc

**Program Title:**  California Algebra I

**Components**: Topic# Lesson# (T# L#);
Lesson activitypages (LA p#); Student Activity Sheet (SAS Q#); Constructed Response# (CR#)
***Note:*** *LA pages are supported by Deliver instruction for educators and by SAS Qs when appropriate*

Approved by the State Board of Education January 18, 2024

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# 2025 California Common Core State Standards: Mathematics Adoption[[1]](#footnote-0) Standards Map TemplateAlgebra I

\**Indicates a modeling standard linking mathematics to everyday life, work, and decision-making*

## Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*). In order to be considered suitable for adoption by the State Board of Education, a publisher's or developer’s program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.
2. In the second column, publishers/developers should show how these relate to the Framework’s Big Ideas.
3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

| **Major conceptual ideas in the program** | **How do the program’s major conceptual ideas map to the framework’s Big Ideas?** | **How are standards covered under the major conceptual ideas?** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| Representing relationships mathematically | A key theme throughout this course is having students understand the relationship between quantities and represent those relationships in various mathematical ways, including, using images, concrete models, function rules, graphs, and tables. Students begin the course by understanding the relationship between two quantities, including discussions about appropriate graphs, algebraic and numerical representations, and domain and range. This foundational understanding connects to the Big Ideas of Model with Functions, Function investigations, Systems of Equations, and Growth and Decay. | In this unit, students begin learning content that will build on itself throughout the course and which they will repeatedly come back to with various function types. Standards addressed in this unit are N.Q.1,2, F-IF.1,5, A-SSE.1, A-CED.2, but students will continue to learn about content related to these standards in subsequent units.  |  |  |  |
| Understanding functions | In this unit, students explore the definition and representation of functional relationships. This understanding is foundational to work in subsequent units, as well as work in other courses. Students connect sequences to functions, write functions using function notation, and evaluate functions. This aligns with the Big Ideas of Model with Functions, Features of Functions, Function Investigations, and Growth and Decay. Students then move to a topic on rate of change, reinforcing constant rates of change from earlier grades, but also extending their understanding of rates to non-constant rates. This exploration of rates aligns to the Big Ideas of Model with Functions, and Growth and Decay. | In this unit, students continue to address content aligned to standards F-IF.1,5 and A-CED.2. They also begin to explore content related to A-CED.1,3, A-REI.10, F-IF. 2,3,6,9, F-BF.1a, and F-LE.1b. Again, students will continue to learn content aligned to these standards throughout the course.  |  |  |  |
| Linear functions and statistical models | Now that students have solidified their understanding of rate of change, both constant and non-constant, they move into their study of linear functions, including the various those linear functions can take on. This work aligns with the Big Ideas of Function Investigations and Growth and Decay. Then, they explore how those functions can be applied to analyze bivariate data. Students end this unit of study exploring univariate data and bivariate categorical data, tying to the Big Ideas of Investigate Data, Model with Functions, Growth and Decay, and Function Investigations. | As students explore linear functions, they continue to explore standards A-CED.2, F-IF.4,6 and F-BF.1a. Students will begin exploring content related to these standards: F-IF.7a, F-BF.3, F-LE.1a,2,5. content related to S-ID.1,2,3,5-9 is fully addressed, but students will revisit S-ID.6a in later topics with other function types.  |  |  |  |
| Equations and inequalities that arise from linear functions | Students build on their solid foundation of functions, and linear functions in particular, to connect functions to equation solving, realizing that solving an equation is finding an input value for a function that leads to a specific output value. Students solve linear equations and inequalities in one variable, then apply their knowledge of linear functions and equations to graphing and solving absolute value functions and equations. The work in this unit ties to the Big Ideas of Systems of Equations, Growth and Decay and Function Investigations. | In this unit, students continue work with standards addressed earlier in the course such as A-CED.1,3 and fully address standard A-CED.4. Standards A-REI.1,3,3.1,10,11,12, F-IF.7b, and F-BF.4 are also addressed in this unit.  |  |  |  |
| Systems of linear equations and inequalities | Students continue to extend their work with solving linear equations to include solving systems of equations and inequalities. As an application of solving equations, students investigate the inverse of a linear function. Students solve systems of equations graphically and algebraically. The work in this unit ties to the Big Idea of Systems of Equations. | Students continue their work with A-CED.3 in this unit and fully cover A-REI.5,6,12.  |  |  |  |
| Relationships that are not linear | Once students have completed their study of linear functions, they turn to exploring functions that are not linear, including exponential and quadratic functions. In preparation of exploring exponential functions, students review the laws of exponents. After students have learned about exponential functions, they apply linear and exponential functions to arithmetic and geometric sequences. To prepare for work with quadratics, students learn operations on polynomials. When working with both exponential and quadratics, students first learn about the functional relationship and the properties of the function before moving to solving equations. The work in this unit ties to the Big Ideas of **Model with Functions**, **Function Investigations**, **Features of Functions**, and **Growth and Decay**. | This unit addresses content aligned to F-IF.7b, F-BF.3, N-RN.1,2, A-CED.1,2, A-SSE.2,3b,c, A-APR.1,6, F-IF.3-7a,e,8a,b,9, F-BF.1a,2,3, F-LE.1a,c,2,3,5. Content related to S-ID.6a is also revisited.  |  |  |  |
| Quadratic equations | After students have a firm understanding of quadratic functions, their properties, and how to manipulate quadratic expressions, they learn various methods for solving quadratic equations. This aligns with the Big Idea of Features of Functions and Systems of Equations. | Content aligned to standards N-RN.3, A-CED.1,3, A-SSE3a, A-APR.3, A-REI.4a,b,11, F-IF.8a is covered in this unit.  |  |  |  |

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework*’s Big Ideas throughout the grade levels, see [chapter 6](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter6.docx&wdOrigin=BROWSELINK) (TK–grade 2 and grades 3–5) and [chapter 7](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter7.docx&wdOrigin=BROWSELINK) (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics with California Additions,* which include boththe content standards and the standards for mathematical practice (SMPs). Publishers/developers should use the following tables to provide page number citations or other references that demonstrate alignment with the SMPs and content standards.

## Standards for Mathematical Practice

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| MP.1 | Make sense of problems and persevere in solving them.  | [T2 L5, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_04z_MultipleRepresentations/RES_lesson5_activities/lesson5_activities/page2.html)[T4 L7, MARS Task](https://trainreview3.agilemind.com/LMS/content/work/03_09z_RateGeneral/resources/0309_RateGeneral_MARS_Differences-student.pdf)[T14 L3, LA p2-14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page2.html)[T19 L6, LA p2-13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson6_activities/lesson6_activities/page2.html) |  |  |  |
| MP.2 | Reason abstractly and quantitatively. | [T6 L3, LA p9-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_3/lesson3_activities/page9.html)[T9 L3, LA p4-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson3_activities/lesson3_activities/page4.html)[T20 CR 2](https://trainreview3.agilemind.com/LMS/content/work/03_20z_QuadraticFormula/resources/0320_QuadraticFormula_CR2-student.pdf) |  |  |  |
| MP.3 | Construct viable arguments and critique the reasoning of others. | [T3 L6, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_deliver_instruction_6/deliver_instruction_6/deliver_instruction_6.html)[T3 L6, Literacy Task](https://trainreview3.agilemind.com/LMS/content/work/03a1_03z_Functions/resources/03a103_Functions_Literacy_Task.pdf)[T16 L4, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_deliver_instruction_4/deliver_instruction_4/deliver_instruction_4.html) and [MARS Task](https://trainreview3.agilemind.com/LMS/content/work/03_18z_QuadraticGraphs/resources/0318_QuadraticGraphs_MARS_Functions-student.pdf)[T18 L7, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_deliver_instruction_7/deliver_instruction_7/deliver_instruction_7.html)and [CR1](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_CR1-student.pdf) |  |  |  |
| MP.4 | Model with mathematics. | [T6 L2, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_2/lesson2_activities/page2.html)[T7 L4, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson4_activities/lesson4_activities/page2.html)[T10 L3, MARS Task](https://trainreview3.agilemind.com/LMS/content/work/03a1_15z_SolvingSystems/resources/03a115_SolvingSystems_MARS-Pathways_student.pdf) |  |  |  |
| MP.5 | Use appropriate tools strategically. | [T2 L2, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_04z_MultipleRepresentations/RES_lesson2_activities/lesson2_activities/page4.html)[T2 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_04z_MultipleRepresentations/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html)  p4-8 advice[T8 L1, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page2.html)[T14 L6, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson6_activities/lesson6_activities/page3.html), and [p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson6_activities/lesson6_activities/page10.html) |  |  |  |
| MP.6 | Attend to precision. | [T1, CR2](https://trainreview3.agilemind.com/LMS/content/work/03_07z_GraphsConstruct/resources/0307_GraphsConstruct_CR2-student.pdf)[T7, CR3](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_CR3-student.pdf)[T10, CR2](https://trainreview3.agilemind.com/LMS/content/work/03a1_15z_SolvingSystems/resources/03a115_SolvingSystems_CR2-student.pdf) |  |  |  |
| MP.7 | Look for and make use of structure. | [T2 L5, LA p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_04z_MultipleRepresentations/RES_lesson5_activities/lesson5_activities/page3.html)[T11 L7, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_7_deliver/lesson_7_deliver/deliver_instruction_7.html)and [MARS Task: Number Towers](https://trainreview3.agilemind.com/LMS/content/work/03_16z_SolvingSystemsMethods/resources/0316_SolvingSystemsMethods_MARS_NumberTowers-student.pdf)[T17 L4, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_4/lesson4_activities/page2.html) |  |  |  |
| MP.8 | Look for and express regularity in repeated reasoning. | [T3 L3, LA p5-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson3_activities/lesson3_activities/page5.html)[T13 L2, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_02z_Exponents/RES_lesson2_activities/lesson2_activities/page3.html)[T14 L2, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page2.html) |  |  |  |

## Algebra I Content Standards

### Domain: Number and Quantity: The Real Number System

#### Cluster: Extend the properties of exponents to rational exponents.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| N-RN.1 | Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.  | [T13 L2, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_02z_Exponents/RES_lesson2_activities/lesson2_activities/page3.html)[T13 L2, SAS Q6-7](https://trainreview3.agilemind.com/LMS/content/work/03_02z_Exponents/resources/0302_Exponents_SAS2-student.pdf)[T13 L4, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_02z_Exponents/RES_lesson4_practice/lesson4_practice/page2.html)[T13 L6, Assessment p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_02z_Exponents/RES_lesson6_assessment/lesson6_assessment/page12.html) |  |  |  |
| N-RN.2 | Rewrite expressions involving radicals and rational exponents using the properties of exponents. | [T13 L3, SAS Q13h](https://trainreview3.agilemind.com/LMS/content/work/03_02z_Exponents/resources/0302_Exponents_SAS3-student.pdf)[T13 L4, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_02z_Exponents/RES_lesson4_activities/lesson4_activities/page4.html), and [p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_02z_Exponents/RES_lesson4_activities/lesson4_activities/page9.html)[T13 L5, LA p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_02z_Exponents/RES_lesson5_activities/lesson5_activities/page9.html)[T13 L5, SAS Q16-17](https://trainreview3.agilemind.com/LMS/content/work/03_02z_Exponents/resources/0302_Exponents_SAS5-student.pdf)[T13 L5, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_02z_Exponents/RES_lesson5_practice/lesson5_practice/page2.html)[T13 L6, Assessment p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_02z_Exponents/RES_lesson6_assessment/lesson6_assessment/page12.html) |  |  |  |

#### Cluster: Use properties of rational and irrational numbers.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| N-RN.3 | Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. | [T20 L2, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_20z_QuadraticFormula/RES_lesson2_activities/lesson2_activities/page6.html)[T20 L2, SAS Q6](https://trainreview3.agilemind.com/LMS/content/work/03_20z_QuadraticFormula/resources/0320_QuadraticFormula_SAS2-student.pdf)[T20 L3, SAS Q11](https://trainreview3.agilemind.com/LMS/content/work/03_20z_QuadraticFormula/resources/0320ca_QuadraticFormula_SAS3-student.pdf)[T20 L7, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_20z_QuadraticFormula/RES_lesson6_assessment/lesson6_assessment/page5.html) |  |  |  |

### Domain: Number and Quantity: Quantities

#### Cluster: Reason quantitatively and use units to solve problems. [Foundation for work with expressions, equations and functions]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. \* | [T1 L1, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_07z_GraphsConstruct/RES_lesson1_activities/lesson1_activities/page3.html), [p7-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_07z_GraphsConstruct/RES_lesson1_activities/lesson1_activities/page7.html)[T1 L2, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_07z_GraphsConstruct/RES_lesson2_activities/lesson2_activities/page4.html) (panel 2 of animation), [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_07z_GraphsConstruct/RES_lesson2_activities/lesson2_activities/page5.html)[T1 CR1](https://trainreview3.agilemind.com/LMS/content/work/03_07z_GraphsConstruct/resources/0307_GraphsConstruct_CR1-student.pdf)[T19 CR2](https://trainreview3.agilemind.com/LMS/content/work/03a1_19z_QuadraticEquations/resources/03a119_QuadraticEquations_CR2-student.pdf)[T20 CR4](https://trainreview3.agilemind.com/LMS/content/work/03_20z_QuadraticFormula/resources/0320_QuadraticFormula_CR4-student.pdf) |  |  |  |
| N-Q.2 | Define appropriate quantities for the purpose of descriptive modeling. \* | [T1 CR2](https://trainreview3.agilemind.com/LMS/content/work/03_07z_GraphsConstruct/resources/0307_GraphsConstruct_CR2-student.pdf)[T3 CR1](https://trainreview3.agilemind.com/LMS/content/work/03_07z_GraphsConstruct/resources/0307_GraphsConstruct_CR1-student.pdf) |  |  |  |
| N-Q.3 | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. \* | [T6 CR1](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR1-student.pdf), part a[T6 CR2](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR2-student.pdf), part a |  |  |  |

### Domain: Algebra: Seeing Structure in Expressions

#### Cluster: Interpret the structure of expressions. [Linear, exponential, and quadratic]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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.\* | [T2 L4, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_04z_MultipleRepresentations/RES_lesson4_activities/lesson4_activities/page3.html)[T2 L5, LA p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_04z_MultipleRepresentations/RES_lesson5_activities/lesson5_activities/page3.html)[T5 L6, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson6_activities/lesson6_activities/page5.html)[T14 L5, LA p13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_activities/lesson5_activities/page13.html)[T14 L6, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson6_activities/lesson6_activities/page5.html) (see last Check button)[T14 L8, Assessment p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page9.html)[T18 L5, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson5_activities/lesson5_activities/page4.html)[T19 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson3_activities/lesson3_activities/page2.html) |  |  |  |
| 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.*\** | [T2 L4, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_04z_MultipleRepresentations/RES_lesson4_activities/lesson4_activities/page3.html)[T2 L5, LA p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_04z_MultipleRepresentations/RES_lesson5_activities/lesson5_activities/page3.html)[T2 CR1, part c](https://trainreview3.agilemind.com/LMS/content/work/03_04z_MultipleRepresentations/resources/0304_MultipleRepresentations_CR1-student.pdf)[T14 L2, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page4.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page7.html)[T14 L6, LA p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson6_activities/lesson6_activities/page10.html) (see Check button)[T18 L5, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson5_activities/lesson5_activities/page4.html) |  |  |  |
| A-SSE.2 | Use the structure of an expression to identify ways to rewrite it. | [T17 L2, LA p5-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_2/lesson2_activities/page5.html)[T17 L4, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_4/lesson4_activities/page2.html)[T17 L5, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_5/lesson5_activities/page6.html)[T17 L8, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_8/lesson8_activities/page2.html)[T17 L9, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_9/lesson9_assessment/page8.html) |  |  |  |

#### Cluster: Write expressions in equivalent forms to solve problems. [Quadratic and exponential]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| A-SSE.3a | Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines. \* | [T19 L3, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson3_activities/lesson3_activities/page6.html) (see second check button on p7)[T19 L3, SAS Q14](https://trainreview3.agilemind.com/LMS/content/work/03a1_19z_QuadraticEquations/resources/03a119_QuadraticEquations_SAS3-student.pdf)[T19 L9, Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson9_assessment/lesson9_assessment/page2.html),and [p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson9_assessment/lesson9_assessment/page4.html) |  |  |  |
| A-SSE.3b | Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. \* | [T18 L3, LA p3-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson3_activities/lesson3_activities/page3.html)[T18 L3, SAS Q10-12](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_SAS3-student.pdf)[T18 L4, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson4_activities/lesson4_activities/page3.html) (see second Check button on p4)[T18 L5, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson5_activities/lesson5_activities/page4.html)[T18 L5, SAS Q16b](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_SAS5-student.pdf)[T18 L6, LA p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson6_activities/lesson6_activities/page7.html) |  |  |  |
| A-SSE.3c | Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Use the properties of exponents to transform expressions for exponential functions. *\** | [T14 L6, LA p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson6_activities/lesson6_activities/page9.html) (all panels of animation)[T14 L6, SAS Q10](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS6-student.pdf) |  |  |  |

### Domain: Algebra: Arithmetic with Polynomials and Rational Expressions

#### Cluster: Perform arithmetic operations on polynomials. [Linear and quadratic]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | [T17 L2, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_2/lesson2_activities/page4.html) and [p7-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_2/lesson2_activities/page7.html)[T17 L2, SAS Q10-13](https://trainreview3.agilemind.com/LMS/content/work/03_25z_PolynomialOperations/resources/0325_PolynomialOperations_SAS2-student.pdf)[T17 L3, LA p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_3/lesson3_activities/page4.html) and [p9-13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_3/lesson3_activities/page9.html)[T17 L3, SAS Q17-22](https://trainreview3.agilemind.com/LMS/content/work/03_25z_PolynomialOperations/resources/0325_PolynomialOperations_SAS3-student.pdf)[T17 L7, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_7/lesson7_activities/page6.html)[T17 L9, Assessment p1-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_9/lesson9_assessment/page1.html) |  |  |  |

**Domain: Algebra: Creating Equations**

#### Cluster: Create equations that describe numbers or relationships. [Linear, quadratic, and exponential (integer inputs only); for A.CED.3 linear only]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| A-CED.1 | Create equations and inequalities in one variableincluding ones with absolute valueand use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. \* | [T8 L1, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page2.html) and [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page5.html)[T8 L1, Practice p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_practice/lesson1_practice/page3.html)[T8 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson2_activities/lesson2_activities/page5.html)[T8 L2, SAS Q15, Q23](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a114_LinearInequalities_SAS2-student.pdf)[T8 L4, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities/lesson3_activities/page3.html) and [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities/lesson3_activities/page7.html)[T8 L4, SAS Q22](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a1ca14_LinearInequalities_SAS4-student.pdf)[T14 L3, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page5.html) (see last Check button)[T19 L1, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson1_activities/lesson1_activities/page6.html) and [p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson1_activities/lesson1_activities/page10.html)[T20 CR2](https://trainreview3.agilemind.com/LMS/content/work/03_20z_QuadraticFormula/resources/0320_QuadraticFormula_CR2-student.pdf), part a[T20 CR4](https://trainreview3.agilemind.com/LMS/content/work/03_20z_QuadraticFormula/resources/0320_QuadraticFormula_CR4-student.pdf), part f |  |  |  |
| A-CED.2 | Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. \* | [T3 L3, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson3_activities/lesson3_activities/page6.html) (see panel 2-3) and [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson3_activities/lesson3_activities/page7.html)[T5 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson3_activities/lesson3_activities/page2.html)[T5 L8, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson8_activities/lesson8_activities/page5.html)[T5 L10, Assessment p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson10_assessment/lesson10_assessment/page7.html)[T8 L1, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_practice/lesson1_practice/page2.html)[T14 L2, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page4.html) and [p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page10_p12in.html)[T14 L3, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page4.html) (see first Check button on p5) and [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page7.html)[T14 L8, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page4.html)[T18 L5, SAS Q1, Q16](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_SAS5-student.pdf) |  |  |  |
| 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. *\** | [T8 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page2.html)[T8 L1, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_practice/lesson1_practice/page2.html)[T8 L7, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson6_activities/lesson6_activities/page3.html) and [p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson6_activities/lesson6_activities/page12.html)[T8 L7, SAS Q15](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a1ca14_LinearInequalities_SAS7-student.pdf)[T8 L8, Assessment p14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson7_assessment/lesson7_assessment/page14.html)[T10 L1, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson1_activities/lesson1_activities/page6.html)[T10 L1, SAS Q11](https://trainreview3.agilemind.com/LMS/content/work/03a1_15z_SolvingSystems/resources/03a115_SolvingSystems_SAS1-student.pdf)[T10 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson4_activities/lesson4_activities/page2.html)[T10 L4, SAS Q11](https://trainreview3.agilemind.com/LMS/content/work/03a1_15z_SolvingSystems/resources/03a115_SolvingSystems_SAS4-student.pdf) |  |  |  |
| A-CED.4 | Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *\** | [T8 L2, LA p7-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson2_activities/lesson2_activities/page7.html)[T8 L2, SAS Q12,16](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a114_LinearInequalities_SAS2-student.pdf)[T8 L8, Assessment p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson7_assessment/lesson7_assessment/page7.html) |  |  |  |

### Domain: Algebra: Reasoning with Equations and Inequalities

#### Cluster: Understand solving equations as a process of reasoning and explain the reasoning. [Master linear; learn as general principle.]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | [T8 L1, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page4.html) (all panels of animation), [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page5.html), [p8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page8.html) (all panels), [p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page11.html)[T8 L2, SAS Q13-14](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a114_LinearInequalities_SAS2-student.pdf) |  |  |  |

#### Cluster: Solve equations and inequalities in one variable. [Linear inequalities; literal equations that are linear in the variables being solved for; quadratics with real solutions].

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| A-REI.3 | Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. | [T8 L1, LA p9-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page9.html)[T8 L2, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson2_activities/lesson2_activities/page2.html)[T8 L2, SAS Q12,16,18-22](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a114_LinearInequalities_SAS2-student.pdf)[T8 L4, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities/lesson3_activities/page5.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities/lesson3_activities/page7.html), [p10-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities/lesson3_activities/page10.html)[T8 L4, SAS Q21](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a1ca14_LinearInequalities_SAS4-student.pdf)[T8 L8, Assessment p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson7_assessment/lesson7_assessment/page2.html), [p8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson7_assessment/lesson7_assessment/page8.html) |  |  |  |
| A-REI.3.1 | Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context. | [T9 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson3_activities/lesson3_activities/page2.html) and [p4-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson3_activities/lesson3_activities/page4.html)[T9 L3, SAS Q13-15](https://trainreview3.agilemind.com/LMS/content/work/03a2la_26z_AbsoluteValue/resources/03a2la26_AbsoluteValue_SAS3-student.pdf)[T9 L4, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson4_activities/lesson4_activities/page2.html), [p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson4_activities/lesson4_activities/page4.html), [p8-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson4_activities/lesson4_activities/page8.html)[T9 L5, LA p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson5_activities/lesson5_activities/page7.html)[T9 L5, Practice p1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson5_practice/lesson5_practice/page1.html)[T9 L8, Assessment p9-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson6_assessment/lesson6_assessment/page9.html) |  |  |  |
| A-REI.4a | Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in *x* into an equation of the form the quantity x minus p squared equals qthat has the same solutions. Derive the quadratic formula from this form.  | [T19 L6, LA p7-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson6_activities/lesson6_activities/page7.html)[T19 L6, SAS Q20-23](https://trainreview3.agilemind.com/LMS/content/work/03a1_19z_QuadraticEquations/resources/03a119_QuadraticEquations_SAS6-student.pdf)[T19 L9, Assessment p11-13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson9_assessment/lesson9_assessment/page11.html)\[T20 L3, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_20z_QuadraticFormula/RES_lesson3_activities/lesson3_activities/page4.html) |  |  |  |
| A-REI.4b | Solve quadratic equations in one variable. Solve quadratic equations by inspection taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them asa plus or minus b times ifor real numbers *a* and *b*. | [T19 L2, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson2_activities/lesson2_activities/page2.html)[T19 L2, SAS Q13-14](https://trainreview3.agilemind.com/LMS/content/work/03a1_19z_QuadraticEquations/resources/03a119_QuadraticEquations_SAS2-student.pdf)[T19 L6, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson6_activities/lesson6_activities/page3.html), [p7-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson6_activities/lesson6_activities/page7.html)[T19 L9, Assessment p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson9_assessment/lesson9_assessment/page3.html), [p5-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson9_assessment/lesson9_assessment/page5.html)[T20 L3, LA p6-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_20z_QuadraticFormula/RES_lesson3_activities/lesson3_activities/page6.html)[T20 L7, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_20z_QuadraticFormula/RES_lesson6_assessment/lesson6_assessment/page4.html), [p6-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_20z_QuadraticFormula/RES_lesson6_assessment/lesson6_assessment/page6.html) |  |  |  |

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#### Cluster: Solve systems of equations. [Linear-linear and linear-quadratic].

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | [T11 L6, LA p3-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_6/lesson_6/page3.html)[T11 L8, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_8/lesson_8/page1.html) [and p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_8/lesson_8/page10.html) |  |  |  |
| A-REI.6 | Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables. | [T10 L1, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson1_activities/lesson1_activities/page4.html), [p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson1_activities/lesson1_activities/page6.html), [p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson1_activities/lesson1_activities/page8.html)[T10 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson2_activities/lesson2_activities/page2.html), [p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson2_activities/lesson2_activities/page4.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson2_activities/lesson2_activities/page7.html)[T10 L2, SAS Q6-7](https://trainreview3.agilemind.com/LMS/content/work/03a1_15z_SolvingSystems/resources/03a115_SolvingSystems_SAS2-student.pdf)[T10 L6, Assessment p5-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson6_assessment/lesson6_assessment/page5.html)[T11 L1, LA p4-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_1/lesson_1/page4.html)[T11 L3, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_3/lesson_3/page2.html)[T11 L3, SAS Q6-10](https://trainreview3.agilemind.com/LMS/content/work/03_16z_SolvingSystemsMethods/resources/0316_SolvingSystemsMethods_SAS3-student.pdf)[T11 L8, Assessment p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_8/lesson_8/page3.html) |  |  |  |
| A-REI.7 | Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. | [T20 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_20z_QuadraticFormula/RES_lesson5_activities_ny/lesson5_activities_ny/page2_ny.html)[T20 L4, SAS Q15](https://trainreview3.agilemind.com/LMS/content/work/03_20z_QuadraticFormula/resources/0320ca_QuadraticFormula_SAS4-student.pdf)[T20 L7, Assessment p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_20z_QuadraticFormula/RES_lesson6_assessment/lesson6_assessment/page12_ny.html) |  |  |  |

#### Cluster: Represent and solve equations and inequalities graphically. [Linear and exponential; learn as general principle.]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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). | [T8 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page2.html) (all panels of animation)[T19 L1, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson1_activities/lesson1_activities/page7.html) |  |  |  |
| A-REI.11 | Explain why the *x*-coordinates of the points where the graphs of the equations y equals f of x and y equals g of xintersect are the solutions of the equation f of x equals g of xfind the solutions approximately. Include cases where f of x and or g of x are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. \* | [T8 L1, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page7.html) and [p13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page13.html)[T8 L2, SAS Q17](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a114_LinearInequalities_SAS2-student.pdf)[T8 L6, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson5_activities/lesson5_activities/page6.html) (see middle column)[T10 L1, SAS Q10-11](https://trainreview3.agilemind.com/LMS/content/work/03a1_15z_SolvingSystems/resources/03a115_SolvingSystems_SAS1-student.pdf) |  |  |  |
| 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. | [T8 L7, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson6_activities/lesson6_activities/page2.html), [p8-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson6_activities/lesson6_activities/page8.html)[T8 L7, SAS Q10-14](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a1ca14_LinearInequalities_SAS7-student.pdf)[T8 L8, Assessment p11-14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson7_assessment/lesson7_assessment/page11.html)[T10 L4, LA p3-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson4_activities/lesson4_activities/page3.html)[T10 L4, SAS Q10-11](https://trainreview3.agilemind.com/LMS/content/work/03a1_15z_SolvingSystems/resources/03a115_SolvingSystems_SAS4-student.pdf)[T10 L6, Assessment p8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson6_assessment/lesson6_assessment/page8.html) |  |  |  |

### Domain: Functions: Interpreting Functions

#### Cluster: Understand the concept of a function and use function notation. [Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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 of xdenotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation y equals f of x | [T1 L3, LA p3-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_07z_GraphsConstruct/RES_lesson3_activities/lesson3_activities/page3.html)[T1 L3, SAS Q10c-d](https://trainreview3.agilemind.com/LMS/content/work/03_07z_GraphsConstruct/resources/0307_GraphsConstruct_SAS3-student.pdf)[T1 L5, Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_07z_GraphsConstruct/RES_lesson5_assessment/lesson5_assessment/page2.html), [p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_07z_GraphsConstruct/RES_lesson5_assessment/lesson5_assessment/page4.html), [p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_07z_GraphsConstruct/RES_lesson5_assessment/lesson5_assessment/page6.html)[T3 L1, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson1_activities/lesson1_activities/page3.html), [p6-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson1_activities/lesson1_activities/page6.html)[T3 L2, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson2_activities/lesson2_activities/page6.html) (see Check button)[T14 L2, LA p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page10_p12in.html)[T14 L3, LA p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page11.html)[T15 L2, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson2_activities/lesson2_activities/page8.html)[T15 L4, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson4_activities/lesson4_activities/page8.html) |  |  |  |
| 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. | [T3 L2, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson2_activities/lesson2_activities/page4.html), [p10-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson2_activities/lesson2_activities/page10.html) (see first reveal)[T3 L2, SAS Q13](https://trainreview3.agilemind.com/LMS/content/work/03a1_03z_Functions/resources/03a103_Functions_SAS2-student.pdf)[T3 L5, LA p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson5_activities/lesson5_activities/page11.html)[T3 L5, Practice p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson5_practice/lesson5_practice/page11_4ny.html)[T3 L9, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson9_assessment/lesson9_assessment/page8.html)[T14 L3, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page5.html) (see second Check button)[T15 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson2_activities/lesson2_activities/page5.html)[T15 L4, SAS Q10a](https://trainreview3.agilemind.com/LMS/content/work/05a1_21z_SequencesSeries/resources/05a121_SequencesSeries_SAS4-student.pdf)[T18 L5, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson5_activities/lesson5_activities/page5.html) |  |  |  |
| F-IF.3 | Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.  | [T3 L2, LA p4-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson2_activities/lesson2_activities/page4.html)[T3 L2, SAS Q13](https://trainreview3.agilemind.com/LMS/content/work/03a1_03z_Functions/resources/03a103_Functions_SAS2-student.pdf)[T3 L5, Practice p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson5_practice/lesson5_practice/page2.html)[T15 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson2_activities/lesson2_activities/page5.html)[T15 L4, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson4_activities/lesson4_activities/page6.html)[T15 L4, SAS Q10](https://trainreview3.agilemind.com/LMS/content/work/05a1_21z_SequencesSeries/resources/05a121_SequencesSeries_SAS4-student.pdf) |  |  |  |

#### Cluster: Interpret functions that arise in applications in terms of the context. [Linear, exponential, and quadratic]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. *\** | [T4 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_09z_RateGeneral/RES_lesson_1/lesson_pages_1/page2.html) (see [SAS Q1-5](https://trainreview3.agilemind.com/LMS/content/work/03_09z_RateGeneral/resources/0309_RateGeneral_SAS1-student.pdf))[T4 L3, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_09z_RateGeneral/RES_lesson_3/lesson_pages_3/page2.html)[T4 L9, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page1.html), [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page5.html), [p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page12.html)[T5 L4, Practice p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson4_practice/lesson4_practice/page1.html), [CR2](https://trainreview3.agilemind.com/LMS/content/work/03a1_11z_y-Intercept/resources/03a111_y-Intercept_CR2-student.pdf)[T14 L2, LA p2-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page2.html)[T14 L3, LA p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page10.html)[T16 L1, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson1_activities/lesson1_activities/page2.html)[T16 L2, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson2_activities/lesson2_activities/page2.html)[T18 L1, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson1_activities/lesson1_activities/page2.html)[T18 L7, LA p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson7_activities/lesson7_activities/page1.html), [CR1](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_CR1-student.pdf) |  |  |  |
| F-IF.5 | Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *\** | [T3 L4, LA p2–4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson4_activities/lesson4_activities/page2.html)[T5 L2, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson2_activities/lesson2_activities/page8.html)[T12 L4, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_06z_NonlinearPatterns/RES_lesson4_activities/lesson4_activities/page2.html) and [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_06z_NonlinearPatterns/RES_lesson4_activities/lesson4_activities/page7.html)[T12 L9, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_06z_NonlinearPatterns/RES_lesson9_activities/lesson9_activities/page5.html)[T14 L2, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page7.html)[T14 L3, LA p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page11.html)[T16 L4, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson4_practice/lesson4_practice/page5.html)[T16 L8 Assessment p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson8_assessment/lesson8_assessment/page6.html)[T18 L5, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson5_activities/lesson5_activities/page4.html) |  |  |  |
| 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. \* | [T4 L3, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_09z_RateGeneral/RES_lesson_3/lesson_pages_3/page2.html)[T4 L5, LA p7-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_09z_RateGeneral/RES_lesson_5/lesson_pages_5/page7.html)[T4 L5, Practice p1, CR3](https://trainreview3.agilemind.com/LMS/content/work/03_09z_RateGeneral/resources/0309_RateGeneral_CR3-student.pdf)[T4 L9, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page5.html), [p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page8.html), [p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page11.html)[T16 L1, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson1_activities/lesson1_activities/page3.html) (animation panels 4, 5) |  |  |  |

#### Cluster: Analyze functions using different representations. [Linear, exponential, quadratic, absolute value, step, piecewise-defined]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| F-IF.7a | Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima. \* | [T5 L1, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson1_activities/lesson1_activities/page4.html)[T5 L3, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson3_activities/lesson3_activities/page2.html), [p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson3_activities/lesson3_activities/page5.html)[T5 L6, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson6_activities/lesson6_activities/page2.html)[T5 L9, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson9_practice/lesson9_practice/page2.html), [p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson9_practice/lesson9_practice/page6.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson9_practice/lesson9_practice/page7.html)[T16 L2, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson2_activities/lesson2_activities/page7.html), [p11-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson2_activities/lesson2_activities/page11.html)[T16 L2, SAS Q16](https://trainreview3.agilemind.com/LMS/content/work/03_18z_QuadraticGraphs/resources/0318_QuadraticGraphs_SAS2-student.pdf)[T16 L5, LA p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson5_activities/lesson5_activities/page7.html)[T16 L8, Assessment p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson8_assessment/lesson8_assessment/page3.html)[T19 L1, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson1_activities/lesson1_activities/page8.html) |  |  |  |
| 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. \* | [T9 L1, LA p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson1_activities/lesson1_activities/page12.html)[T9 L2, LA p8-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson2_activities/lesson2_activities/page8.html) and [p14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson2_activities/lesson2_activities/page14.html)[T9 L6, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson6va_activities/lesson6va_activities/page2.html)[T9 L7, LA p4-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson7va_activities/lesson7va_activities/page4.html)[T9 L7, SAS Q12-13](https://trainreview3.agilemind.com/LMS/content/work/03a2la_26z_AbsoluteValue/resources/03a2la26va_AbsoluteValue_SAS7-student.pdf)[T9 L8, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson6_assessment/lesson6_assessment/page4.html), [p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson6_assessment/lesson6_assessment/page17.html), [p13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson6_assessment/lesson6_assessment/page20.html)[T9 CR3](https://trainreview3.agilemind.com/LMS/content/work/03a2la_26z_AbsoluteValue/resources/03a2la26_AbsoluteValue_CR3-student.pdf) |  |  |  |
| 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. \* | [T14 L2, LA p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page10_p12in.html)[T14 L3, LA p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page12.html)[T14 L7, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_activities_us/lesson7_activities_us/page2.html), [p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_activities_us/lesson7_activities_us/page6.html)[T14 L7, Practice p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_practice_us/lesson7_practice_us/page2_p8in.html)[T14 L8, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page8.html) |  |  |  |
| F-IF.8a | Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. | [T18 L2, SAS Q12-13](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_SAS2-student.pdf)[T18 L3, SAS Q12](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_SAS3-student.pdf)[T18 L4, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson4_activities/lesson4_activities/page4.html) (see second Check button)[T18 L4, SAS Q5-6](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_SAS4-student.pdf)[T18 L5, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson5_activities/lesson5_activities/page3.html)[T18 L5, SAS Q16](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_SAS5-student.pdf)[T19 L3, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson3_activities/lesson3_activities/page5.html) and [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson3_activities/lesson3_activities/page7.html) (see last Check button) |  |  |  |
| F-IF.8b | Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the properties of exponents to interpret expressions for exponential functions.  | [T14 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson4_activities/lesson4_activities/page2.html)[T14 L5, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_activities/lesson5_activities/page6_p7in.html), [p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_activities/lesson5_activities/page8.html), [p13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_activities/lesson5_activities/page13.html)[T14 L5, Practice p4-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_practice/lesson5_practice/page4.html) |  |  |  |
| F-IF.9 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).  | [T3 L4, LA p10-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson4_activities/lesson4_activities/page10.html)[T3 L4, SAS Q19-22](https://trainreview3.agilemind.com/LMS/content/work/03a1_03z_Functions/resources/03a103_Functions_SAS4-student.pdf)[T14 L3, LA p9-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page9.html)[T14 L3, SAS Q17-20](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS3-student.pdf)[T18 L4, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson4_activities/lesson4_activities/page3.html)[T18 L4, SAS Q7-8](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_SAS4-student.pdf) |  |  |  |

### Domain: Functions: Building Functions

#### Cluster: Build a function that models a relationship between two quantities. [For F.BF.1, 2, linear, exponential, and quadratic]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| F-BF.1a | Write a function that describes a relationship between two quantities. Determine an explicit expression, a recursive process, or steps for calculation from a context. \* | [T3 L3, LA p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson3_activities/lesson3_activities/page9.html)[T3 L5, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_03z_Functions/RES_lesson5_activities/lesson5_activities/page7.html)[T5 L2, LA p3-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson2_activities/lesson2_activities/page3.html)[T5 L8, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson8_activities/lesson8_activities/page2.html)[T5 L10, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson10_assessment/lesson10_assessment/page1.html)[T14 L6, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson6_activities/lesson6_activities/page4.html)[T14 L8, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page4.html)[T16 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson3_activities/lesson3_activities/page2.html)[T16 L6, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson6_activities/lesson6_activities/page4.html) |  |  |  |
| F-BF.1b | Write a function that describes a relationship between two quantities. Combine standard function types using arithmetic operations. *\** | [T11 L6, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_6/lesson_6/page3.html) (see panel 2 on p4)[T16 L3, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson3_activities/lesson3_activities/page7.html), [p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson3_activities/lesson3_activities/page9.html)[T16 L3, SAS Q19](https://trainreview3.agilemind.com/LMS/content/work/03_18z_QuadraticGraphs/resources/0318_QuadraticGraphs_SAS3-student.pdf)[T17 L3, LA p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_3/lesson3_activities/page11.html)[T17 L7, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_25z_PolynomialOperations/RES_lesson_7/lesson7_activities/page2.html) |  |  |  |
| 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. \* | [T15 L2, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson2_activities/lesson2_activities/page2.html)[T15 L4, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson4_activities/lesson4_activities/page2.html)[T15 L2, SAS Q10-12](https://trainreview3.agilemind.com/LMS/content/work/05a1_21z_SequencesSeries/resources/05a121_SequencesSeries_SAS2-student.pdf)[T15 L4, SAS Q9-10](https://trainreview3.agilemind.com/LMS/content/work/05a1_21z_SequencesSeries/resources/05a121_SequencesSeries_SAS4-student.pdf)[T15 L8, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson8_assessment/lesson8_assessment/page5.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson8_assessment/lesson8_assessment/page7.html) |  |  |  |

#### Cluster: Build new functions from existing functions. [Linear, exponential, quadratic, and absolute value; for F.BF.4a, linear only]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| F-BF.3 | Identify the effect on the graph of replacing f of x by f of x plus k, k f of x, f of kx, and f of the quantity x plus kfor 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.  | [T6 L5, LA p9-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_5/lesson5_activities/page9.html)[T6 L9, Assessment p6-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_9/lesson9_activities/page6.html)[T9 L2, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson2_activities/lesson2_activities/page2.html)[T9 L2, SAS Q14-17](https://trainreview3.agilemind.com/LMS/content/work/03a2la_26z_AbsoluteValue/resources/03a2la26_AbsoluteValue_SAS2-student.pdf)[T14 L7, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_activities_us/lesson7_activities_us/page2.html), [p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_activities_us/lesson7_activities_us/page6.html)[T14 L7, Practice p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_practice_us/lesson7_practice_us/page4_p10in.html)[T16 L2, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson2_activities/lesson2_activities/page7.html), [p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson2_activities/lesson2_activities/page9.html), [p11-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson2_activities/lesson2_activities/page11.html)[T16 L3, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson3_activities/lesson3_activities/page3.html), [p9-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson3_activities/lesson3_activities/page9.html), [p13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson3_activities/lesson3_activities/page13.html)[T16 L8, Assessment p8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_18z_QuadraticGraphs/RES_lesson8_assessment/lesson8_assessment/page8.html) |  |  |  |
| F-BF.4a | Find inverse functions. Solve an equation of the form f of x equals cfor a simple function *f* that has an inverse and write an expression for the inverse. | [T8 L3, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities_ca/lesson3_activities_ca/page2.html), [p10-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities_ca/lesson3_activities_ca/page10.html)[T8 L3, SAS Q15,18,19](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a1ca14_LinearInequalities_SAS3-student.pdf) |  |  |  |

### Domain: Functions: Linear, Quadratic, and Exponential Models

#### Cluster: Construct and compare linear, quadratic, and exponential models and solve problems.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| F-LE.1a | Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. \* | [T5 L3, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson3_activities/lesson3_activities/page3.html)[T14 L3, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page3.html)[T14 L3, SAS Q21](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS3-student.pdf) |  |  |  |
| F-LE.1b | Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. \* | [T5 L1, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson1_activities/lesson1_activities/page2.html)[T5 L1, SAS Q10-11](https://trainreview3.agilemind.com/LMS/content/work/03a1_11z_y-Intercept/resources/03a111_y-Intercept_SAS1-student.pdf)[T5 L2, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson2_activities/lesson2_activities/page4.html)[T5 L2, Practice p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson2_practice/lesson2_practice/page7.html), [p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson2_practice/lesson2_practice/page9.html)[T14 L1, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson1_activities/lesson1_activities/page2.html)[T14 L2, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page2.html)[T14 L2, SAS Q18](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS2-student.pdf)[T14 L3, SAS Q17](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS3-student.pdf) |  |  |  |
| F-LE.1c | Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. \* | [T14 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson1_activities/lesson1_activities/page2.html) (panels 3-4), [p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson1_activities/lesson1_activities/page4.html)[T14 L1, SAS Q4](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS1-student.pdf)[T14 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page2.html), [p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page4.html)[T14 L2, SAS Q16-17](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS2-student.pdf)[T14 L3, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page6.html), [p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page9.html)[T14 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson4_activities/lesson4_activities/page2.html), [p5-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson4_activities/lesson4_activities/page5.html)[T14 L5, LA p4-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_activities/lesson5_activities/page4.html)[T14 L6, SAS Q8-9](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS6-student.pdf)[T14 L8, Assessment p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page3.html) |  |  |  |
| 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). \* | [T5 L1, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson1_activities/lesson1_activities/page3.html), [p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson1_activities/lesson1_activities/page8.html)[T5 L2, LA p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson2_activities/lesson2_activities/page3.html)[T5 L9, LA p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson9_activities/lesson9_activities/page3.html)[T5 L10, Assessment p1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson10_assessment/lesson10_assessment/page1.html), [p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson10_assessment/lesson10_assessment/page6.html), [p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson10_assessment/lesson10_assessment/page9.html)[T5 CR4](https://trainreview3.agilemind.com/LMS/content/work/03a1_11z_y-Intercept/resources/03a111_y-Intercept_CR4-student.pdf)[T14 L2, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page4.html)[T14 L3, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page3.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page7.html)[T14 L3, SAS Q16f](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS3-student.pdf)[T14 L4, SAS Q10a](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS4-student.pdf)[T15 L1, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson1_activities/lesson1_activities/page2.html)[T15 L1, SAS Q6-8](https://trainreview3.agilemind.com/LMS/content/work/05a1_21z_SequencesSeries/resources/05a121_SequencesSeries_SAS1-student.pdf) |  |  |  |
| 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. \* | [T14 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson1_activities/lesson1_activities/page2.html) (panel 4)[T14 L2, LA p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page9_p11in.html)[T14 L7, LA p8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_activities_us/lesson7_activities_us/page8.html)[T14 L2, SAS Q18](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS2-student.pdf) |  |  |  |

#### Cluster: Interpret expressions for functions in terms of the situation they model.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| F-LE.5 | Interpret the parameters in a linear or exponential function in terms of a context. \* [Linear and exponential of form f of x equals b to the power x plus k | [T5 L2, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson2_activities/lesson2_activities/page7.html)[T5 L3, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_11z_y-Intercept/RES_lesson3_activities/lesson3_activities/page3.html)[T5 CR 1](https://trainreview3.agilemind.com/LMS/content/work/03a1_11z_y-Intercept/resources/03a111_y-Intercept_CR1-student.pdf),[CR 2](https://trainreview3.agilemind.com/LMS/content/work/03a1_11z_y-Intercept/resources/03a111_y-Intercept_CR2-student.pdf)[T6 L6, Practice p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_6_practice/lesson_6_practice/page6.html)[T6 L7, Practice p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_7_practice/lesson_7_practice/page6.html)[T14 L2, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page3.html) (click Check button)[T14 L2, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page6.html)[T14 L2, SAS Q15](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS2-student.pdf)[T14 L5, LA p13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_activities/lesson5_activities/page13.html)[T14 L5, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_practice/lesson5_practice/page4.html)[T14 L8, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page4.html), [p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page9.html) |  |  |  |
| F-LE.6 | Apply quadratic functions to physical problems, such as the motion of an object under the force of gravity. \* | [T18 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson1_activities/lesson1_activities/page2.html), [p9-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson1_activities/lesson1_activities/page9.html)[T18 L2, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson2_activities/lesson2_activities/page7.html)[T18 L5, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_17z_QuadraticModel/RES_lesson5_activities/lesson5_activities/page2.html)[T19 L1, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson1_activities/lesson1_activities/page2.html), [p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson1_activities/lesson1_activities/page9.html)[T18 L5, SAS Q16](https://trainreview3.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317_QuadraticModel_SAS5-student.pdf)[T19 L9, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson9_assessment/lesson9_assessment/page1.html),[p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson9_assessment/lesson9_assessment/page7.html) |  |  |  |

### Domain: Statistics and Probability: Interpreting Categorical and Quantitative Data

#### Cluster: Summarize, represent, and interpret data on a single count or measurement variable.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| S-ID.1 | Represent data with plots on the real number line (dot plots, histograms, and box plots). \* | [T7 L1, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson1_activities/lesson1_activities/page3.html), [p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson1_activities/lesson1_activities/page6.html), [p9-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson1_activities/lesson1_activities/page9.html)[T7, CR1 part a](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_CR1-student.pdf)[T7 L3, SAS Q13-14](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_SAS3-student.pdf) |  |  |  |
| 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. \* | [T7 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson2_activities/lesson2_activities/page2.html)[T7 L2, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson2_practice/lesson2_practice/page2.html), [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson2_practice/lesson2_practice/page5.html)[T7 L3, LA p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson3_activities/lesson3_activities/page3.html), [p9-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson3_activities/lesson3_activities/page9.html)[T7 L3, SAS Q13-14](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_SAS3-student.pdf)[T7, CR1 part b](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_CR1-student.pdf) |  |  |  |
| 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). \* | [T7 L2, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson2_activities/lesson2_activities/page3.html)[T7 L2, Practice p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson2_practice/lesson2_practice/page2.html)[T7 L3, LA p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson3_activities/lesson3_activities/page7.html), [p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson3_activities/lesson3_activities/page10.html)[T7 L3, SAS Q13-14](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_SAS3-student.pdf) |  |  |  |

#### Cluster: Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.]

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. \* | [T7 L4, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson4_activities/lesson4_activities/page2.html)[T7 L4, SAS Q5-6](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_SAS4-student.pdf)[T7 L5, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_27z_DescStat/RES_lesson5_activities/lesson5_activities/page2.html)[T7 L5, SAS Q10-11](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_SAS5-student.pdf)[T7 CR1](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_CR1-student.pdf) and [CR2](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_CR2-student.pdf) |  |  |  |
| S-ID.6a | Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. \* | [T6 L1, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_1/lesson1_activities/page2.html) and [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_1/lesson1_activities/page5.html)[T6 L2, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_2/lesson2_activities/page2.html), [p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_2/lesson2_activities/page7.html)[T6 L3, LA p5-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_3/lesson3_activities/page5.html)[T6 L9, Assessment p1-2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_9/lesson9_activities/page1.html)[T6 CR1](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR1-student.pdf), parts b-d[T6 CR2](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR2-student.pdf), part c |  |  |  |
| S-ID.6b | Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Informally assess the fit of a function by plotting and analyzing residuals. \* | [T6 L7, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_7/lesson7_activities/page4.html)[T6 CR2](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR2-student.pdf), part d[T6 L9, Assessment p13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_9/lesson9_activities/page13.html) |  |  |  |
| S-ID.6c | Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a linear function for a scatter plot that suggests a linear association. \* | [T6 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_1/lesson1_activities/page2.html) (panel 5 of animation)[T6 L1, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_1/lesson1_activities/page5.html) (panels 2-3 of animation)[T6 L2, LA p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_2/lesson2_activities/page3.html)[T6 L6, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_6/lesson6_activities/page3.html) (panels 3-5)[T6 L2, SAS](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_SAS2-student.pdf) Q11c-f, 12b-e[T6 L9, Assessment p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_9/lesson9_activities/page4.html) |  |  |  |

#### Cluster: Interpret linear models.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| S-ID.7 | Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. \* | [T6 L1, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_1_practice/lesson_1_practice/page5.html)[T6 L2, SAS Q12f](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_SAS2-student.pdf)[T6 L2, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_2/lesson2_activities/page4.html) (panel 2 of animation)[T6 L3, LA p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_3/lesson3_activities/page7.html) |  |  |  |
| S-ID.8 | Compute (using technology) and interpret the correlation coefficient of a linear fit. \* | [T6 L6, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_6/lesson6_activities/page2.html)[T6 L6, Practice p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_6_practice/lesson_6_practice/page4.html)[T6 L7, Practice p14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_7_practice/lesson_7_practice/page14.html)[T6 L9, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_9/lesson9_activities/page5.html)[T6 CR2, part b](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR2-student.pdf) |  |  |  |
| S-ID.9 | Distinguish between correlation and causation. \* | [T6 L3, LA p12-14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_3/lesson3_activities/page12.html)[T6 L3, SAS Q29](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_SAS3-student.pdf)[T6 L9, Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_ca_z/California%20Algebra%20I%20//////c/T/topic_03_12z_LinearDataModels/RES_lesson_9/lesson9_activities/page2.html) |  |  |  |

## Appendix: (Publisher/Developer, please enter any additional notes regarding the standards below.)California Department of Education, October 2024

1. The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023. [↑](#footnote-ref-0)