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

**Program Title:**  California Integrated Mathematics 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

Page 1 of

# 2025 California Common Core State Standards: Mathematics Adoption[[1]](#footnote-0)Standards Map TemplateIntegrated Mathematics 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 Modeling with Functions and Systems of Equations. | 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 Modeling with Functions, Composing Functions, Comparing Models, and Systems of Equations. 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 Modeling with Functions, and Comparing Models. | 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 forms those linear functions can take on. This work aligns with the Big Ideas of Modeling with Functions, Composing Functions, Comparing Models. 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 Variability, Modeling with Functions, Composing Functions, Comparing Models, and Correlation and Causation.  | 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 and Comparing Models.  | 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 write systems of equations to represent a situation and solve systems of equations graphically and algebraically. The work in this unit ties to the Big Idea of Systems of Equations and Modeling with Functions. | Students continue their work with A-CED.3 in this unit and fully cover A-REI.5,6,12. |  |  |  |
| Exponential relationships | Once students have completed their study of linear functions, they turn to exploring exponential functions. After students have a solid grasp of linear and exponential functions, they apply these function types to represent and describe arithmetic and geometric sequences. The work in this unit ties to the Big Ideas of Comparing Models, Composing functions, and Modeling with Functions.  | This unit addresses content aligned to standards A-SSE.3c, A-CED.1,2, F-IF.3-5,7e, F-BF.1a,2,3, and F-LE.1a,c,2,3,5. |  |  |  |
| Geometric transformations | Students’ study of geometry begins with an exploration on basic geometry concepts that students will use in the remainder of the course, including exploring angle and perpendicular bisectors. Students make conjectures about geometric concepts, setting them up for proofs around triangles and constructions in later topics. Students then explore transformations, both rigid and nonrigid, on and off the coordinate plane. This work ties to the Big Idea of Transformations and Congruence, Shapes in structures. | This unit addresses G-CO.1,2,3,4,5,6,12, which are the transformation standards.  |  |  |  |
| Congruent triangles and proofs | Following students’ work with transformations, they move to congruent triangle relationships and proofs, both using constructions and on the coordinate plane. The foundation students built in the prior unit with congruence mapping and conjectures, provides the foundation needed for this unit. This unit ties to the Big Ideas of Shapes in Structures, Building with Triangles, and Transformation and Congruence.  | This unit addresses G-CO.6-8,12,13 and G-GPE.4,5,7.  |  |  |  |

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_int_math1_ca_z/California%20Integrated%20Math%20I//////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)[T18, CR2](https://trainreview3.agilemind.com/LMS/content/work/04_10z_CompassStraightedge/resources/04i1_10z_CompassStraightedge_CR2-student.pdf) |  |  |  |
| MP.2 | Reason abstractly and quantitatively. | [T6 L3, LA p9-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson3_activities/lesson3_activities/page4.html)[T19 L4, LA p6-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson4_activities/lesson4_activities/page6.html) |  |  |  |
| 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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)[T17 L3, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_08z_TrianglesCongPost/RES_lesson3_activities_im1/lesson3_activities_im1/page2.html)[T17 L3, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_08z_TrianglesCongPost/RES_deliver_instruction_3_im1/deliver_instruction_3_im1/deliver_instruction_3_im1.html)[T17 CR1](https://trainreview3.agilemind.com/LMS/content/work/04_08z_TrianglesCongPost/resources/04i1_08z_TrianglesCongPost_CR1-student.pdf) |  |  |  |
| MP.4 | Model with mathematics. | [T6 L2, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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)[T15 L1, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson1_activities/lesson1_activities/page2.html) |  |  |  |
| MP.5 | Use appropriate tools strategically. | [T2 L2, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_04z_MultipleRepresentations/RES_lesson2_activities/lesson2_activities/page4.html)[T2 L2, Deliver instruction p4 advice](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_04z_MultipleRepresentations/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html)[T8 L1, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page2.html)[T15 L2, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson2_activities/lesson2_activities/page2.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)[T14 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_01z_InductiveReasoning/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html) |  |  |  |
| MP.7 | Look for and make use of structure. | [T2 L5, LA p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_7_deliver/lesson_7_deliver/deliver_instruction_7.html)[T11, MARS Task: Number Towers](https://trainreview3.agilemind.com/LMS/content/work/03_16z_SolvingSystemsMethods/resources/0316_SolvingSystemsMethods_MARS_NumberTowers-student.pdf) |  |  |  |
| 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_03z_Functions/RES_lesson3_activities/lesson3_activities/page5.html)[T12 L2, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page2.html)[T16 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_04z_CoordinateGeometry/RES_lesson2_activities/lesson2_activities/page2.html) |  |  |  |

## Math I Content Standards

### Domain: Number and Quantity: Quantities

#### Cluster: Reason quantitatively and use units to solve problems.

How does the program address this aspect of the domain?

| **Standard** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_07z_GraphsConstruct/RES_lesson1_activities/lesson1_activities/page7.html)[T1 L2, LA p4 (panel 2 of animation)](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_07z_GraphsConstruct/RES_lesson2_activities/lesson2_activities/page4.html), [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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)[T2 CR1](https://trainreview3.agilemind.com/LMS/content/work/03_04z_MultipleRepresentations/resources/0304_MultipleRepresentations_CR1-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/03a1_03z_Functions/resources/03a103_Functions_CR1-student.pdf) |  |  |  |
| N-Q.3 | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. \* | [T6 CR1, part a](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR1-student.pdf)[T6 CR2, part a](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR2-student.pdf) |  |  |  |

### Domain: Algebra: Seeing Structure in Expressions

#### Cluster: Interpret the structure of expressions.

How does the program address this aspect of the domain?

| **Standard** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_04z_MultipleRepresentations/RES_lesson5_activities/lesson5_activities/page3.html)[T5 L2, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_11z_y-Intercept/RES_lesson2_activities/lesson2_activities/page7.html)[T5 L6, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_11z_y-Intercept/RES_lesson6_activities/lesson6_activities/page5.html)[T12 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page5.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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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)[T12 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page5.html) |  |  |  |

### Domain: Algebra: Creating Equations

#### Cluster: Create equations that describe numbers or relationships.

How does the program address this aspect of the domain?

| **Standard** | **Standards Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| A-CED.1 | Create equations and inequalities in one variableincluding ones with absolute value and 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page2.html), [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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 L3, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities/lesson3_activities/page3.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities/lesson3_activities/page7.html)[T8 L3, SAS Q22](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a114_LinearInequalities_SAS3-student.pdf)[T12 L3, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page5.html) (see last Check button) |  |  |  |
| 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_03z_Functions/RES_lesson3_activities/lesson3_activities/page6.html) (see panel 2-3), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_practice/lesson1_practice/page2.html)[T12 L2, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page4.html), [p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page10in.html)[T12 L3, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page4.html) (see first Check button on p5), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page7.html)[T12 L6, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page4.html) |  |  |  |
| 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page2.html)[T8 L6, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson6_activities/lesson6_activities/page3.html), [p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson6_activities/lesson6_activities/page12.html)[T8 L1, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_practice/lesson1_practice/page2.html)[T8 L6, SAS Q15](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a114_LinearInequalities_SAS6-student.pdf)[T8 L7, Assessment p14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson1_activities/lesson1_activities/page6.html)[T10 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson4_activities/lesson4_activities/page2.html)[T10 L1, SAS Q11](https://trainreview3.agilemind.com/LMS/content/work/03a1_15z_SolvingSystems/resources/03a115_SolvingSystems_SAS1-student.pdf)[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_int_math1_ca_z/California%20Integrated%20Math%20I//////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 L7, Assessment p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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.

How does the program address this aspect of the domain?

| **Standard** | **Standards 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 (all panels of animation)](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page4.html), [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page5.html), [p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page8.html), [p9 (all panels)](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page9.html), [p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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.

How does the program address this aspect of the domain?

| **Standard** | **Standards 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. [Linear inequalities; literal equations that are linear in the variables being solved for; exponential of a form, such as two to the power x equals one sixteenth | [T8 L1, LA p9-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson2_activities/lesson2_activities/page2.html)[T8 L3, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities/lesson3_activities/page5.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson3_activities/lesson3_activities/page10.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 L3, SAS Q21](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a114_LinearInequalities_SAS3-student.pdf)[T8 L7, Assessment p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson3_activities/lesson3_activities/page2.html), [p4-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson3_activities/lesson3_activities/page4.html)[T9 L4, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson4_activities/lesson4_activities/page8.html)[T9 L3, SAS Q13-15](https://trainreview3.agilemind.com/LMS/content/work/03a2la_26z_AbsoluteValue/resources/03a2la26_AbsoluteValue_SAS3-student.pdf)[T9 L5, LA p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson5_practice/lesson5_practice/page1.html)[T9 L6, Assessment p9-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a2la_26z_AbsoluteValue/RES_lesson6_assessment/lesson6_assessment/page9.html) |  |  |  |

#### Cluster: Solve systems of equations.

How does the program address this aspect of the domain?

| **Standard** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_8/lesson_8/page1.html), [p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson1_activities/lesson1_activities/page4.html), [p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson1_activities/lesson1_activities/page6.html), [p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson2_activities/lesson2_activities/page2.html), [p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson2_activities/lesson2_activities/page4.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson2_activities/lesson2_activities/page7.html)[T11 L1, LA p4-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_3/lesson_3/page2.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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson6_assessment/lesson6_assessment/page5.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 p 3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_8/lesson_8/page3.html) |  |  |  |

#### Cluster: Represent and solve equations and inequalities graphically.

How does the program address this aspect of the domain?

| **Standard** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page2.html) (all panels of animation) |  |  |  |
| 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 x find 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page7.html), [p13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson1_activities/lesson1_activities/page13.html)[T8 L5, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson5_activities/lesson5_activities/page6.html) (see middle column)[T8 L2, SAS Q17](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a114_LinearInequalities_SAS2-student.pdf)[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 L6, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_14z_LinearInequalities/RES_lesson6_activities/lesson6_activities/page8.html)[T8 L6, SAS Q10-14](https://trainreview3.agilemind.com/LMS/content/work/03a1_14z_LinearInequalities/resources/03a114_LinearInequalities_SAS6-student.pdf)[T8 L7, Assessment p11-14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_15z_SolvingSystems/RES_lesson6_assessment/lesson6_assessment/page8.html) |  |  | [MS] T8 L7 is the assessment lesson (not L6). Linked to L7 |

### Domain: Functions: Interpreting Functions

#### Cluster: Understand the concept of a function and use function notation.

How does the program address this aspect of the domain?

| **Standard** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_07z_GraphsConstruct/RES_lesson5_assessment/lesson5_assessment/page2.html), [p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_07z_GraphsConstruct/RES_lesson5_assessment/lesson5_assessment/page4.html), [p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_03z_Functions/RES_lesson2_activities/lesson2_activities/page6.html) (see Check button)[T12 L2, LA p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page10_p12in.html)[T12 L3, LA p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page11.html)[T13 L2, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson2_activities/lesson2_activities/page8.html)[T13 L4, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_03z_Functions/RES_lesson2_activities/lesson2_activities/page10.html) (see first reveal on each page)[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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_03z_Functions/RES_lesson9_assessment/lesson9_assessment/page8.html)[T12 L3, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page5.html) (see second Check button)[T13 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson2_activities/lesson2_activities/page5.html)[T13 L4, SAS Q10](https://trainreview3.agilemind.com/LMS/content/work/05a1_21z_SequencesSeries/resources/05a121_SequencesSeries_SAS4-student.pdf) |  |  |  |
| 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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 p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_03z_Functions/RES_lesson5_practice/lesson5_practice/page3.html)[T13 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson2_activities/lesson2_activities/page5.html)[T13 L4, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson4_activities/lesson4_activities/page6.html)[T13 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.

How does the program address this aspect of the domain?

| **Standard** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_09z_RateGeneral/RES_lesson_1/lesson_pages_1/page2.html) (see SAS Q1-5)[T4 L3, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page1.html), [5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page5.html), [12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page12.html)[T5 CR2](https://trainreview3.agilemind.com/LMS/content/work/03a1_11z_y-Intercept/resources/03a111_y-Intercept_CR2-student.pdf)[T12 L2, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page2.html), [p11-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page9_p11in.html)[T12 L3, LA p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page10.html) |  |  |  |
| 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_11z_y-Intercept/RES_lesson2_activities/lesson2_activities/page8.html)[T12 L2, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page7.html)[T12 L3, LA p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page11.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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_09z_RateGeneral/RES_lesson_5/lesson_pages_5/page7.html)[T4 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page5.html), [8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page8.html), [11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_09z_RateGeneral/RES_lesson_9/lesson_pages_9/page11.html) |  |  |  |

#### Cluster: Analyze functions using different representations. [Linear and exponential]

How does the program address this aspect of the domain?

| **Standard** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_11z_y-Intercept/RES_lesson9_practice/lesson9_practice/page7.html) |  |  |  |
| 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. \* | [T12 L2, LA p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page10_p12in.html)[T12 L3, LA p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page12.html)[T12 L5, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_activities_in/lesson7_activities_in/page2.html), [p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_activities_in/lesson7_activities_in/page6.html)[T12 L5, Practice p8-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_practice_in/lesson7_practice_in/page2_p8in.html)[T12 L6, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page8.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_int_math1_ca_z/California%20Integrated%20Math%20I//////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)[T12 L3, LA p9-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page9.html)[T12 L3, SAS Q17-20](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS3-student.pdf) |  |  |  |

### Domain: Functions: Building Functions

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

How does the program address this aspect of the domain?

| **Standard** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_11z_y-Intercept/RES_lesson10_assessment/lesson10_assessment/page1.html)[T12 L4, LA p4-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_activities/lesson5_activities/page4.html)[T12 L4, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_practice/lesson5_practice/page5.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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_16z_SolvingSystemsMethods/RES_lesson_6/lesson_6/page3.html) (see panel 2 on p4) |  |  |  |
| 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. \* | [T13 L2, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson2_activities/lesson2_activities/page2.html)[T13 L2, SAS Q10-12](https://trainreview3.agilemind.com/LMS/content/work/05a1_21z_SequencesSeries/resources/05a121_SequencesSeries_SAS2-student.pdf)[T13 L4, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson4_activities/lesson4_activities/page2.html)[T13 L4, SAS Q9-10](https://trainreview3.agilemind.com/LMS/content/work/05a1_21z_SequencesSeries/resources/05a121_SequencesSeries_SAS4-student.pdf)[T13 L8, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson8_assessment/lesson8_assessment/page5.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson8_assessment/lesson8_assessment/page7.html) |  |  |  |

#### Cluster: Build new functions from existing functions. [Linear and exponential; focus on vertical translations for exponential.]

How does the program address this aspect of the domain?

| **Standard** | **Standards 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, kf of x, f of kx, and f of the quantity x plus k for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.  | [T6 L5, LA p9-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_12z_LinearDataModels/RES_lesson_9/lesson9_activities/page6.html)[T12 L5, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_activities_in/lesson7_activities_in/page2.html), [p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_activities_in/lesson7_activities_in/page6.html)[T12 L5, Practice p10-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_practice_in/lesson7_practice_in/page4_p10in.html) |  |  |  |

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

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

How does the program address this aspect of the domain?

| **Standard** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_11z_y-Intercept/RES_lesson3_activities/lesson3_activities/page3.html)[T12 L3, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page3.html)[T12 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03a1_11z_y-Intercept/RES_lesson2_practice/lesson2_practice/page9.html)[T12 L1, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson1_activities/lesson1_activities/page2.html)[T12 L2, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page2.html)[T12 L2, SAS Q21](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/03in22_ModelExponentialFunctions_SAS2-student.pdf)[T12 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. \* | [T12 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson1_activities/lesson1_activities/page4.html)[T12 L1, SAS Q4](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS1-student.pdf)[T12 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page2.html), [p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page4.html)[T12 L2, SAS Q19-20](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/03in22_ModelExponentialFunctions_SAS2-student.pdf)[T12 L3, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page6.html), [p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page9.html)[T12 L4, LA p4-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_activities/lesson5_activities/page4.html)[T12 L6, Assessment p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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)[T12 L2, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page4.html)[T12 L3, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page3.html), [p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson3_activities/lesson3_activities/page7.html)[T12 L3, SAS Q16f](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/0322_ModelExponentialFunctions_SAS3-student.pdf)[T13 L1, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_05a1_21z_SequencesSeries/RES_lesson1_activities/lesson1_activities/page2.html)[T13 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. \* | [T12 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson1_activities/lesson1_activities/page2.html) (panel 4)[T12 L2, LA p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page9_p11in.html)[T12 L2, SAS Q21](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/03in22_ModelExponentialFunctions_SAS2-student.pdf)[T12 L5, LA p8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_activities_in/lesson7_activities_in/page8.html) |  |  | [MS] T12 Doesn’t have L7. Changed to L5 |

#### Cluster: Interpret expressions for functions in terms of the situation they model. [Linear and exponential of form *f(x) = bx + k*]

How does the program address this aspect of the domain?

| **Standard** | **Standards 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. \* | [T5 L2, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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), [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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_12z_LinearDataModels/RES_lesson_7_practice/lesson_7_practice/page6.html)[T12 L2, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page3.html) (click Check button)[T12 L2, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2_activities/lesson2_activities/page6.html)[T12 L2, SAS Q18](https://trainreview3.agilemind.com/LMS/content/work/03_22z_ModelExponentialFunctions/resources/03in22_ModelExponentialFunctions_SAS2-student.pdf)[T12 L4, LA p13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_activities/lesson5_activities/page13.html)[T12 L4, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson5_practice/lesson5_practice/page4.html)[T12 L5, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page4.html), [p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson8_assessment/lesson8_assessment/page9.html) |  |  | [MS] Assessment is L6. Linked to L6 p4, 9 |

### Domain: Geometry: Congruence

#### Cluster: Experiment with transformations in the plane.

How does the program address this aspect of the domain?

| **Standard** | **Standards Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| G-CO.1 | Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. | [T14 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_01z_InductiveReasoning/RES_lesson2_activities/lesson2_activities/page2.html)[T14 L5, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_01z_InductiveReasoning/RES_lesson5_activities/lesson5_activities/page2.html)[T14 CR 1](https://trainreview3.agilemind.com/LMS/content/work/04_01z_InductiveReasoning/resources/0401z_InductiveReasoning_CR1-student.pdf)[T18 L1, SAS Q1](https://trainreview3.agilemind.com/LMS/content/work/04_10z_CompassStraightedge/resources/04i1_10z_CompassStraightedge_SAS1-student.pdf)[T14 Vocabulary](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_01z_InductiveReasoning/RES_vocabulary/vocabulary/page1.html) |  |  |  |
| G-CO.2 | Represent transformations in the plane; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not. | [T15 L1, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson1_activities/lesson1_activities/page4.html)[T16 L1, LA p7-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_04z_CoordinateGeometry/RES_lesson1_activities/lesson1_activities/page7.html)[T16 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_04z_CoordinateGeometry/RES_lesson2_activities/lesson2_activities/page2.html)[T16 L3, LA p3-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_04z_CoordinateGeometry/RES_lesson3_activities/lesson3_activities/page3.html)[T16 L4, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_04z_CoordinateGeometry/RES_lesson4_activities/lesson4_activities/page2.html)[T16 L6, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_04z_CoordinateGeometry/RES_lesson6_activities/lesson6_activities/page2.html) |  |  |  |
| G-CO.3 | Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. | [T15 L5, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson5_activities/lesson5_activities/page2.html)[T15 L5, Practice p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson5_practice/lesson5_practice/page5.html)[T15 L6, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson6_assessment/lesson6_assessment/page8.html) |  |  |  |
| G-CO.4 | Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. | [T15 L2, LA p3-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson2_activities/lesson2_activities/page3.html)[T15 L3, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson3_activities/lesson3_activities/page2.html)[T15 L3, Practice p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson3_practice/lesson3_practice/page2.html) |  |  | [MS] Missing Lesson # AR Added L3 |
| G-CO.5 | Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another. | [T15 L1, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson1_activities/lesson1_activities/page8.html)[T15 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson2_activities/lesson2_activities/page2.html)[T15 CR2](https://trainreview3.agilemind.com/LMS/content/work/04_03z_RigidTransformations/resources/0403z_RigidTransformations_CR2-student.pdf)[T15 L4, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson4_activities/lesson4_activities/page4.html), [8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson4_activities/lesson4_activities/page8.html), [10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson4_activities/lesson4_activities/page10.html)[T15 L4, SAS Q16](https://trainreview3.agilemind.com/LMS/content/work/04_03z_RigidTransformations/resources/0403z_RigidTransformations_SAS4-student.pdf)[T15 L4, Practice p4-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson4_practice/lesson4_practice/page4.html)[T16 L1, LA p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_04z_CoordinateGeometry/RES_lesson1_activities/lesson1_activities/page7.html)[T16 L4, LA p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_04z_CoordinateGeometry/RES_lesson4_activities/lesson4_activities/page9.html) |  |  |  |

#### Cluster: Understand congruence in terms of rigid motions. [Build on rigid motions as a familiar starting point for development of concept of geometric proof.]

How does the program address this aspect of the domain?

| **Standard** | **Standards Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| G-CO.6 | Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. | [T15 L1, LA p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson1_activities/lesson1_activities/page4.html)[T15 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson2_activities/lesson2_activities/page2.html), [6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson2_activities/lesson2_activities/page6.html)[T15 L3, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_03z_RigidTransformations/RES_lesson3_activities/lesson3_activities/page2.html)[T15 CR 2](https://trainreview3.agilemind.com/LMS/content/work/04_03z_RigidTransformations/resources/0403z_RigidTransformations_CR2-student.pdf) |  |  |  |
| G-CO.7 | Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. | [T17 L1, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_08z_TrianglesCongPost/RES_lesson1_activities/lesson1_activities/page2.html)[T17 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_08z_TrianglesCongPost/RES_lesson2_activities/lesson2_activities/page5.html)[T17 L4, LA p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_08z_TrianglesCongPost/RES_lesson4_activities_im1/lesson4_activities_im1/page5.html), [9-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_08z_TrianglesCongPost/RES_lesson4_activities_im1/lesson4_activities_im1/page9.html)[T17 L4, SAS Q13-18](https://trainreview3.agilemind.com/LMS/content/work/04_08z_TrianglesCongPost/resources/04i1_08z_TrianglesCongPost_SAS4-student.pdf)[T17 CR 1](https://trainreview3.agilemind.com/LMS/content/work/04_08z_TrianglesCongPost/resources/04i1_08z_TrianglesCongPost_CR1-student.pdf) |  |  |  |
| G-CO.8 | Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. | [T17 L2, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_08z_TrianglesCongPost/RES_lesson2_activities/lesson2_activities/page2.html)[T17 L2, SAS Q5](https://trainreview3.agilemind.com/LMS/content/work/04_08z_TrianglesCongPost/resources/04i1_08z_TrianglesCongPost_SAS2-student.pdf)[T17 L6, Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_08z_TrianglesCongPost/RES_lesson6_assessment/lesson6_assessment/page2.html) |  |  |  |

#### Cluster: Make geometric constructions. [Formalize and explain processes.]

How does the program address this aspect of the domain?

| **Standard** | **Standards Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| G-CO.12 | Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. | [T18 L1, LA p7-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_10z_CompassStraightedge/RES_lesson1_activities/lesson1_activities/page7.html)[T18 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_10z_CompassStraightedge/RES_lesson2_activities/lesson2_activities/page2.html)[T18 L3, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_10z_CompassStraightedge/RES_lesson4_activities/lesson4_activities/page2.html)[T18 L5, Assessment p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_10z_CompassStraightedge/RES_lesson6_assessment/lesson6_assessment/page4.html)[T14 L2, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_01z_InductiveReasoning/RES_lesson2_activities/lesson2_activities/page2.html)[T14 L5, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_01z_InductiveReasoning/RES_lesson5_activities/lesson5_activities/page3.html) |  |  |  |
| G-CO.13 | Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.  | [T18 L4, LA p5-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_04_10z_CompassStraightedge/RES_lesson5_activities/lesson5_activities/page3_im1_p5.html) |  |  |  |

### Domain: Geometry: Expressing Geometric Properties with Equations

#### Cluster: Use coordinates to prove simple geometric theorems algebraically. [Include distance formula; relate to Pythagorean Theorem.]

How does the program address this aspect of the domain?

| **Standard** | **Standards Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| G-GPE.4 | Use coordinates to prove simple geometric theorems algebraically. | [T19 L4, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson4_activities/lesson4_activities/page2.html), [4-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson4_activities/lesson4_activities/page4.html)[T19 L4, SAS Q12, 13](https://trainreview3.agilemind.com/LMS/content/work/31_01z_CoordinateProofs/resources/31_01z_CoordinateProofs_SAS4-student.pdf)[T19 L4, Practice p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson4_practice/lesson4_practice/page2.html)[T19 L5, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson5_activities/lesson5_activities/page7.html)[T19 L6, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson6_practice/lesson6_practice/page5.html)[T19 L7, Assessment p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson7_assessment/lesson7_assessment/page7.html) |  |  |  |
| G-GPE.5 | Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. | [T19 L3, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson3_activities/lesson3_activities/page2.html)[T19 L3, SAS Q13](https://trainreview3.agilemind.com/LMS/content/work/31_01z_CoordinateProofs/resources/31_01z_CoordinateProofs_SAS3-student.pdf)[T19 L3, Practice p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson3_practice/lesson3_practice/page2.html)[T19 L7, Assessment p1-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson7_assessment/lesson7_assessment/page1.html) |  |  |  |
| G-GPE.7 | Use coordinates to compute perimeters of polygons and areas of triangles and rectangles. \* | [T19 CR 2](https://trainreview3.agilemind.com/LMS/content/work/31_01z_CoordinateProofs/resources/31_01z_CoordinateProofs_CR2-student.pdf)[T19 L2, LA p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson2_activities/lesson2_activities/page5.html)[T19 L2, SAS Q6, 7](https://trainreview3.agilemind.com/LMS/content/work/31_01z_CoordinateProofs/resources/31_01z_CoordinateProofs_SAS2-student.pdf)[T19 L2, Practice p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson2_practice/lesson2_practice/page2.html)[T19 L6, Practice p2, 6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson6_practice/lesson6_practice/page2.html)[T19 L7, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson7_assessment/lesson7_assessment/page5.html), [6,](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson7_assessment/lesson7_assessment/page6.html) [8,](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson7_assessment/lesson7_assessment/page8.html) [9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_31_01z_CoordinateProofs/RES_lesson7_assessment/lesson7_assessment/page9.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** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_27z_DescStat/RES_lesson1_activities/lesson1_activities/page3.html), [6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_27z_DescStat/RES_lesson1_activities/lesson1_activities/page6.html), [9-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_27z_DescStat/RES_lesson1_activities/lesson1_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 a](https://trainreview3.agilemind.com/LMS/content/work/03_27z_DescStat/resources/0327_DescStat_CR1-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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_27z_DescStat/RES_lesson2_practice/lesson2_practice/page2.html), [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_27z_DescStat/RES_lesson3_activities/lesson3_activities/page7.html), [p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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), [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. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. \* | [T6 L1, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_12z_LinearDataModels/RES_lesson_1/lesson1_activities/page2.html), [p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_12z_LinearDataModels/RES_lesson_9/lesson9_activities/page1.html)[T6 CR1, parts b-d](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR1-student.pdf)[T6 CR2, part c](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR2-student.pdf) |  |  |  |
| 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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_12z_LinearDataModels/RES_lesson_7/lesson7_activities/page4.html)[T6 L9, Assessment p13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_12z_LinearDataModels/RES_lesson_9/lesson9_activities/page13.html)[T6 CR2, part d](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_CR2-student.pdf) |  |  |  |
| 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_12z_LinearDataModels/RES_lesson_2/lesson2_activities/page3.html)[T6 L2, SAS Q11c-f, 12b-e](https://trainreview3.agilemind.com/LMS/content/work/03_12z_LinearDataModels/resources/0312_LinearDataModels_SAS2-student.pdf)[T6 L6, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////c/T/topic_03_12z_LinearDataModels/RES_lesson_6/lesson6_activities/page3.html) (panels 3-5)[T6 L9, Assessment p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_int_math1_ca_z/California%20Integrated%20Math%20I//////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** | **Standards 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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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_int_math1_ca_z/California%20Integrated%20Math%20I//////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)