

HSCE Code	Expectation	District Curriculum	Instructional Materials	Additional Activities/Resources
L1	Reasoning About Numbers, Systems, and Quantitative Literacy			
L1.1	Number Systems and Number Sense			
L1.1.1	Know the different properties that hold in different number systems and recognize that the applicable properties change in the transition from the positive integers to all integers, to the rational numbers, and to the real numbers.			
L1.1.2	Explain why the multiplicative inverse of a number has the same sign as the number, while the additive inverse has the opposite sign.			
L1.1.3	Explain how the properties of associativity, commutativity, and distributivity, as well as identity and inverse elements, are used in arithmetic and algebraic calculations.			
L1.1.4	Describe the reasons for the different effects of multiplication by, or exponentiation of, a positive number by a number less than 0, a number between 0 and 1, and a number greater than 1.			
L1.1.5	Justify numerical relationships (e.g., show that the sum of even integers is even; that every integer can be written as $3m + k$, where k is 0, 1, or 2, and m is an integer; or that the sum of the first n positive integers is $n(n+1)/2$).			
L1.2	Representations and Relationships			
L1.2.2	Interpret representations that reflect absolute value relationships (e.g., $ x-a < b$, or $a \pm b$) in such contexts as error tolerance.			
L1.2.4	Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.			
L2	Calculation, Algorithms, and Estimation			
L2.1	Calculation Using Real and Complex Numbers			
L2.1.1	Explain the meaning and uses of weighted averages (e.g., GNP, consumer price index, grade point average).			
L2.1.2	Calculate fluently with numerical expressions involving exponents. Use the rules of exponents, and evaluate numerical expressions involving rational and negative exponents, and transition easily between roots and exponents.			
L2.1.3	Explain the exponential relationship between a number and its base 10 logarithm and use it to relate rules of logarithms to those of exponents in expressions involving numbers.			
L2.1.4	Know that the complex number i is one of two solutions to $x^2 = -1$.			

HSCE Code	Expectation	District Curriculum	Instructional Materials	Additional Activities/Resources
L2.1.5	Add, subtract, and multiply complex numbers. Use conjugates to simplify quotients of complex numbers.			
L2.1.6	Recognize when exact answers aren't always possible or practical. Use appropriate algorithms to approximate solutions to equations (e.g., to approximate square roots).			
L3	Measurement and Precision			
L3.1	Measurement Units, Calculations, and Scales			
L3.1.2	Describe and interpret logarithmic relationships in such contexts as the Richter scale, the pH scale, or decibel measurements (e.g., explain why a small change in the scale can represent a large change in intensity). Solve applied problems.			
A1	Expressions, Equations, and Inequalities			
A1.1	Construction, Interpretation, and Manipulation of Expressions (linear, quadratic, polynomial, rational, power, exponential, and logarithmic)			
A1.1.1	Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.			
A1.1.2	Know the definitions and properties of exponents and roots and apply them in algebraic expressions.			
A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).			
A1.1.6	Use the properties of exponents and logarithms, including the inverse relationship between exponents and logarithms, to transform exponential and logarithmic expressions into equivalent forms.			
A1.2	Solutions of Equations and Inequalities (linear, exponential, logarithmic, quadratic, power, polynomial, and rational)			
A1.2.1	Write and solve equations and inequalities with one or two variables to represent mathematical or applied situations.			
A1.2.2	Associate a given equation with a function whose zeros are the solutions of the equation.			
A1.2.3	Solve linear and quadratic equations and inequalities, including systems of up to three linear equations with three unknowns. Justify steps in the solutions, and apply the quadratic formula appropriately.			
A1.2.4	Solve absolute value equations and inequalities (e.g., solve $ x - 3 \leq 6$) and justify.			

HSCE Code	Expectation	District Curriculum	Instructional Materials	Additional Activities/Resources
A1.2.6	Solve power equations (e.g., $(x + 1)^3 = 8$) and equations including radical expressions (e.g., $\sqrt{3x - 7} = 7$), justify steps in the solution, and explain how extraneous solutions may arise.			
A1.2.8	Solve an equation involving several variables (with numerical or letter coefficients) for a designated variable. Justify steps in the solution.			
A2	Functions			
A2.1	Definitions, Representations, and Attributes of Functions			
A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function and identify its domain and range.			
A2.1.2	Read, interpret, and use function notation and evaluate a function at a value in its domain.			
A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words and translate among representations.			
A2.1.4	Recognize that functions may be defined by different expressions over different intervals of their domains. Such functions are piecewise-defined (e.g., absolute value and greatest integer functions).			
A2.1.5	Recognize that functions may be defined recursively. Compute values of and graph simple recursively defined functions (e.g., $f(0) = 5$, and $f(n) = f(n-1) + 2$).			
A2.1.6	Identify the zeros of a function and the intervals where the values of a function are positive or negative. Describe the behavior of a function as x approaches positive or negative infinity, given the symbolic and graphical representations.			
A2.1.7	Identify and interpret the key features of a function from its graph or its formula(e), (e.g., slope, intercept(s), asymptote(s), maximum and minimum value(s), symmetry, and average rate of change over an interval).			
A2.2	Operations and Transformations			
A2.2.1	Combine functions by addition, subtraction, multiplication, and division.			
A2.2.2	Apply given transformations (e.g., vertical or horizontal shifts, stretching or shrinking, or reflections about the x - and y -axes) to basic functions and represent symbolically.			
A2.2.3	Recognize whether a function (given in tabular or graphical form) has an inverse and recognize simple inverse pairs (e.g., $f(x) = x^3$ and $g(x) = x^{1/3}$).			

HSCE Code	Expectation	District Curriculum	Instructional Materials	Additional Activities/Resources
A2.3	Families of Functions (linear, quadratic, polynomial, power, exponential, and logarithmic)			
A2.3.1	Identify a function as a member of a family of functions based on its symbolic or graphical representation. Recognize that different families of functions have different asymptotic behavior at infinity and describe these behaviors.			
A2.3.2	Describe the tabular pattern associated with functions having constant rate of change (linear) or variable rates of change.			
A2.4	Lines and Linear Functions			
A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information and convert between forms.			
A2.4.2	Graph lines (including those of the form $x = h$ and $y = k$) given appropriate information.			
A2.4.3	Relate the coefficients in a linear function to the slope and x - and y -intercepts of its graph.			
A2.4.4	Find an equation of the line parallel or perpendicular to given line through a given point. Understand and use the facts that nonvertical parallel lines have equal slopes and that nonvertical perpendicular lines have slopes that multiply to give -1 .			
A2.5	Exponential and Logarithmic Functions			
A2.5.1	Write the symbolic form and sketch the graph of an exponential function given appropriate information (e.g., given an initial value of 4 and a rate of growth of 1.5, write $f(x) = 4(1.5)^x$).			
A2.5.4	Understand and use the fact that the base of an exponential function determines whether the function increases or decreases and how base affects the rate of growth or decay.			
A2.5.5	Relate exponential and logarithmic functions to real phenomena, including half-life and doubling time.			
A2.6	Quadratic Functions			
A2.6.1	Write the symbolic form and sketch the graph of a quadratic function given appropriate information (e.g., vertex, intercepts, etc.).			
A2.6.2	Identify the elements of a parabola (vertex, axis of symmetry, and direction of opening) given its symbolic form or its graph and relate these elements to the coefficient(s) of the symbolic form of the function.			
A2.6.3	Convert quadratic functions from standard to vertex form by completing the square.			
A2.6.4	Relate the number of real solutions of a quadratic equation to the graph of the associated quadratic function.			

HSCE Code	Expectation	District Curriculum	Instructional Materials	Additional Activities/Resources
A2.6.5	Express quadratic functions in vertex form to identify their maxima or minima and in factored form to identify their zeros.			
A2.7	Power Functions (including roots, cubics, quartics, etc.)			
A2.7.1	Write the symbolic form and sketch the graph of power functions.			
A2.7.2	Express direct and inverse relationships as functions (e.g., $y = kx^n$ and $y = kx^{-n}$, $n > 0$) and recognize their characteristics (e.g., in $y = x^3$, note that doubling x results in multiplying y by a factor of 8).			
A2.7.3	Analyze the graphs of power functions, noting reflectional or rotational symmetry.			
A2.8	Polynomial Functions			
A2.8.1	Write the symbolic form and sketch the graph of simple polynomial functions.			
A2.8.2	Understand the effects of degree, leading coefficient, and number of real zeros on the graphs of polynomial functions of degree greater than 2.			
A2.8.3	Determine the maximum possible number of zeroes of a polynomial function and understand the relationship between the x -intercepts of the graph and the factored form of the function.			
A3	Mathematical Modeling			
A3.1	Models of Real-world Situations Using Families of Functions (linear, quadratic, exponential and power) <i>Example: An initial population of 300 people grows at 2% per year. What will the population be in 10 years?</i>			
A3.1.1	Identify the family of functions best suited for modeling a given real-world situation [e.g., quadratic functions for motion of an object under the force of gravity or exponential functions for compound interest. <i>In the example above, recognize that the appropriate general function is exponential ($P = P_0a^t$)].</i>			
A3.1.2	Adapt the general symbolic form of a function to one that fits the specifications of a given situation by using the information to replace arbitrary constants with numbers. <i>In the example above, substitute the given values $P_0 = 300$ and $a = 1.02$ to obtain $P = 300(1.02)^t$.</i>			
A3.1.3	Using the adapted general symbolic form, draw reasonable conclusions about the situation being modeled. <i>In the example above, the exact solution is 365.698, but for this problem, an appropriate approximation is 365.</i>			
A3.1.4*	Use methods of linear programming to represent and solve simple real-life problems.			

HSCE Code	Expectation	District Curriculum	Instructional Materials	Additional Activities/Resources
S2	Bivariate Data - Examining Relationships			
S2.1	Scatterplots and Correlation			
S2.1.1	Construct a scatterplot for a bivariate data set with appropriate labels and scales.			
S2.1.2	Given a scatterplot, identify patterns, clusters, and outliers. Recognize no correlation, weak correlation, and strong correlation.			
S2.1.3	Estimate and interpret Pearson's correlation coefficient for a scatterplot of a bivariate data set. Recognize that correlation measures the strength of linear association.			
S2.1.4	Differentiate between correlation and causation. Know that a strong correlation does not imply a cause-and-effect relationship. Recognize the role of lurking variables in correlation.			
S2.2	Linear Regression			
S2.2.1	For bivariate data that appear to form a linear pattern, find the least squares regression line by estimating visually and by calculating the equation of the regression line. Interpret the slope of the equation for a regression line.			
S2.2.2	Use the equation of the least squares regression line to make appropriate predictions.			