



# 2041 Algebra 2 | Grades 9-12

Instructional Material Bureau  
Summer 2012 Adoption Review Institute  
Form F: Publisher Alignment Form & Review Scoring Rubric

Publisher information and instructions:

Corporation or Publisher: p	Submitted by (name) : Hope Heredia	
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## SECTION I (CONTENT STANDARDS) CITATION REQUIREMENTS AND SCORING

Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph. (Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.)

Citations for "Content Standards, Benchmarks & Performance Standards" must refer to the Student Edition.

Citations for "Other Relevant Criteria" must refer to the Student Edition or the Teacher Edition.

Each citation must address an increasing level of cognition:

- Citation 1: Cites material that provides **an introduction** to the content at the **basic knowledge and recall** level.
- Citation 2: Cites material that builds on prior knowledge/skills at the **comprehension and application** level.
- Citation 3: Cites material that builds on prior knowledge/skills and integrates content to meet the standard at the **analysis, synthesis, or evaluation** levels.

At least two citations must be found satisfactory by the Review Team to meet the requirements of the standard. Scoring will be as follows:

- Satisfactory citations at the "Basic Knowledge" level only, or no valid citations, score **zero (0) points**.
- Satisfactory citations at both the "Basic Knowledge" and "Application" level score a total of **six (6) points**.
- Satisfactory citations at all three levels score a total of **ten (10) points**.

SEE THE BEGINNING OF SECTION II FOR REQUIREMENTS AND SCORING OF "OTHER RELEVANT CRITERIA" CITATIONS

### THE PAGES OF THIS FORM WILL BE SCANNED. PLEASE FOLLOW THESE GUIDELINES WHEN PREPARING IT FOR SUBMISSION:

- Use only the original forms provided by the Instructional Material Bureau. Do not modify the form. Do not attempt to "recreate" the form.
- Print out the completed form on 20# white 8.5 x 11 office paper ONLY. Do not insert covers, dividers, etc.
- Do not bind the completed form. Use a single staple in the corner to secure the form.



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**THIS PAGE FOR REVIEW INSTITUTE STAFF**

**FACILITATOR USE ONLY**

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)		
	Verified: 90% or Higher	Facilitator Signature
	Verified: 89% or Lower	Facilitator Signature

Reviewer Name:	Reviewer Number:	Date:	Facilitator:
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**REVIEWER INSTRUCTIONS**

<p>For each citation you verify, make a note in the citation cell (Use 4 if the citation was verified or 8 if the citation did not provide evidence).          Based on the citations you verified, enter the score in the <b>“Item Score”</b> cell at the end of the row. Every item with an item number in the <b>Item #</b> column must be scored.</p> <p>Citations that you verify at the “Basic Knowledge” level only, or no valid citations, score zero (0) points.          Citations that you verify at both the “Basic Knowledge” and “Application” level score a total of six (6) points.          Citations that you verify at all three levels score a total of ten (10) points.</p> <ul style="list-style-type: none"> <li>At the end of each page, total the scores in the <b>“Item Score”</b> column.</li> <li>Enter the total score in the <b>Page Total Score</b> box at the bottom of each page.</li> <li>At the end of the section, add up all your <b>Page Total Score</b> boxes and enter that total in the Reviewers Section I <b>Total Section Score box</b></li> </ul> <p><b>POINTS    DEFINITION</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">0</td> <td>Citations did not meet the requirements of the standard for at least two levels.</td> </tr> <tr> <td>6</td> <td>Citations met the requirements of the standard at two of the levels.</td> </tr> <tr> <td>10</td> <td>Citations met the requirements of the standard at all three levels.</td> </tr> </table>	0	Citations did not meet the requirements of the standard for at least two levels.	6	Citations met the requirements of the standard at two of the levels.	10	Citations met the requirements of the standard at all three levels.
0	Citations did not meet the requirements of the standard for at least two levels.					
6	Citations met the requirements of the standard at two of the levels.					
10	Citations met the requirements of the standard at all three levels.					

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
<b>The Complex Number System N-CN</b>					
<b>A. Perform arithmetic operations with complex numbers</b>					
1. Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.	[249-KC]	[250-PR2]	[255-PR72]	1	
2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers	[250-PR3]	[251-PR4]	[255-PR71]	2	
<b>B. Use complex numbers in polynomial identities and equations.</b>					
7. Solve quadratic equations with real coefficients that have complex solutions.	[252-PR7]	[253-PR39]	[254-PR56]	3	
8. (+) Extend polynomial identities to the complex numbers. <i>For example, rewrite <math>x^2 + 4</math> as <math>(x + 2i)(x - 2i)</math>.</i>	[252-PR6]	[253-PR33]	[255-PR70]	4	
9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	[320-PR1]	[323-PR38]	[323-PR46]	5	
<b>Seeing Structure in Expressions A-SSE</b>					
<b>C. Interpret the structure of expressions</b>					
1. Interpret expressions that represent a quantity in terms of its context.*	[19-PR2]	[20-PR4]	[23-PR45]	6	
1 (a) Interpret parts of an expression, such as terms, factors, and coefficients.	[21-PR5]	[23-PR46]	[24-P62]	7	
1 (b) Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i>	[436-PR3]	[440-PR31]	[440-PR42]	8	
2. Use the structure of an expression to identify ways to rewrite it. <i>For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i>	[220-PR5]	[223-PR91]	[223-PR93]	9	

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 Total

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
<b>D. Write expressions in equivalent forms to solve problems.</b>					
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.*</i>	[600-PR51]	[600-PR50]	[601-PR53]	10	
<b>Arithmetic with Polynomials and Rational Expressions A-ARP</b>					
<b>E. Perform arithmetic operations on polynomials</b>					
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	[281-PR1]	[286-PR45]	[286-PR52]	11	
<b>F. Understand the relationship between zeros and factors of polynomials</b>					
2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x - a$ is $p(a)$ , so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$ .	[307-PR5]	[309-PR32]	[310-PR64]	12	
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	[289-PR2]	[290-PR3]	[295-PR56]	13	
<b>G. Use polynomial identities to solve problems</b>					
4. Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</i>	[318-EX]	[318-PR1]	[318-PR5]	14	
5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal's Triangle. <sup>1</sup>	[328-PR2]	[329-PR26]	[330-PR53]	15	

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
<b>H. Rewrite rational expressions</b>					
6. Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.	[304-KC]	[308-PR11]	[532-PR45]	16	
7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	[528-PR2]	[529-PR3]	[532-PR46]	17	
<b>Creating Equations A-CED</b>					
<b>I. Create equations that describe numbers or relationships</b>					
1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	[86-PR30]	[238-PR52]	[440-PR42]	18	
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	[84-PR5]	[228-PR4]	[440-PR32]	19	
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	[150-PR2]	[151-PR3]	[153-PR31]	20	
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law <math>V = IR</math> to highlight resistance <math>R</math>.</i>	[29-PR5]	[31-PR47]	[32-PR64]	21	
<b>Reasoning with Equations and Inequalities A-REI</b>					
<b>J. Understand solving equations as a process of reasoning and explain the reasoning</b>					

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	[393-PR4]	[547-PR43]	[396-PR63]	22	
<b>K. Represent and solve equations and inequalities graphically</b>					
11. Explain why the $x$ -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*	[299-PR3]	[230-PR54]	[475-PR60]	23	
<b>Interpreting Functions F-IF</b>					
<b>L. Interpret functions that arise in applications in terms of the context.</b>					
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. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i>	[61-PR1]	[283-PR3]	[295-PR56]	24	
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.*</i>	[213-PR26]	[415-PR2]	[522-P46]	25	
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.*	[79-PR56]	[200-PR47]	[207-PR48]	26	
<b>M. Analyze functions using different</b>					

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 Total

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
<b>representations.</b>					
7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*	[196-PR2]	[211-PR3]	[292-PR6]	27	
7 (b) Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	[108-PR1]	[91-EX4]	[420-PR58]	28	
7 (c) Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	[283-PR3]	[291-PR4]	[295-PR56]	29	
7 (e) Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	[443-PR1]	[467-PR60]	[881-PR47]	30	
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	[61-PR1]	[283-PR3]	[445-PR3]	31	
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>	[87-PR48]	[290-PR3]	[299-PR3]	32	
<b>Building Functions F-BF</b>					
<b>N. Build a function that models a relationship between two quantities</b>					
1. Write a function that describes a relationship between two quantities.*	[64-PR6]	[105-PR36]	[211-PR3]	33	
1 (b) Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>	[398-KC]	[402-PR21]	[404-PR80]	34	
<b>O. Building new functions from existing functions.</b>					

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	[100-PR1]	[200-PR40]	[345-PR42]	35	
4. Find inverse functions.	[405-PR1]	[407-PR4]	[411-PR67]	36	
4 (a) Solve an equation of the form $f(x) = c$ for a simple function $f$ that has an inverse and write an expression for the inverse. <i>For example, <math>f(x) = 2x^3</math> or <math>f(x) = (x+1)/(x-1)</math> for <math>x \neq 1</math>.</i>	[410-PR36]	[411-PR66]	[914-PR4]	37	
<b>Linear, Quadratic, and exponential Models F-LE</b>					
<b>P. Construct and compare linear, quadratic, and exponential models and solve problems</b>					
4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.	[470-PR2]	[471-PR4]	[476-PR83]	38	
<b>Trigonometric Functions F-TF</b>					
<b>Q. Extended the domain of trigonometric functions using the unit circle</b>					
1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle	[844-2]	[847-PR4]	[850-PR53]	39	
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	[839-PR4]	[841-PR52]	[842-PR59]	40	
<b>R. Model periodic phenomena with trigonometric functions</b>					
5. Choose trigonometric functions to model periodic	[863-PR3]	[865-PR35]	[866-PR44]	41	

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Total



CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
phenomena with specified amplitude, frequency, and midline.*					
<b>S. Prove and apply trigonometric identities</b>					
8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ given $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ and the quadrant of the angle.	[906-1]	[906-PR3]	[909-PR55]	42	
<b>Interpreting Categorical and Quantitative Data S-ID</b>					
<b>T. Summarize, represent, and interpret data on a single count or measurement variable</b>					
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	[740-PR1]	[742-PR3]	[745-PR32]	43	
<b>Making Inferences and Justifying Conclusions S-IC</b>					
<b>U. Understand and evaluate random processes underlying statistical experiments</b>					
1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	[713-PR3]	[717-PR20]	[717-PR24]	44	
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</i>	[705-PR3]	[706-PR4]	[708-PR15]	45	
<b>V. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</b>					

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	[726-PR1]	[727-PR2]	[729-PR23]	46	
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	[746-ACT1]	[747-ACT2]	[747-PR11]	47	
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	[682-PR2]	[734-PR3]	[686-PR34]	48	
6. Evaluate reports based on data.	[713-PR3]	[716-PR19]	[718-PR29]	49	
<b>Using Probability to Make Decisions S-MD</b>					
<b>W. Use probability to evaluate outcomes of decisions</b>					
6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	[703-PR1]	[708-PR12]	[708-PR15]	50	
7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	[704-PR2]	[706-PR4]	[708-PR11]	51	

<b>Reviewer's Section I Totals</b>	<b>Total Section Score</b>
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REVIEWER # \_\_\_\_\_

**PUBLISHER: SECTION II CITATION REQUIREMENTS AND SCORING**

Citations for "Other Relevant Criteria" will usually refer to the Teacher Edition, but may refer to the Student Edition. Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.

- Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.

All three citations must be found satisfactory by the Review Team to meet the requirements of the standard.

**REVIEWER: USE THE TEACHER'S EDITION AND THE STUDENT EDITION TO CONDUCT THIS PORTION OF THE REVIEW**

Every item with an item number in the **Item #** column must be scored.

- All three citations must be verified in order to receive points.

1. For each citation you verify, make a note in the citation cell (Use 4 if the citation was verified or 8 if the citation did not provide evidence).
2. Based on the citations you verified, enter the score in the "Item Score" cell at the end of the row.
3. At the end of each page, total the scores in the "Item Score" column.
4. Enter the total score in the **Page Total Score** box at the bottom of each page.
5. At the end of the section, add up all your **Page Total Score** boxes and enter that total in the Reviewers Section II **Total Section Score box**

KEY:  
 0 = Citations did not meet the requirements of the standard.  
 5 = Citations met the requirements of the standard.

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
<b>GENERAL CRITERIA</b>					
<b>A.</b> The textbook provides pictorials, graphics, and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	[59-MMV]	[563-MMV]	[803-PR2]	1	
<b>B.</b> The textbook provides a variety of cultural perspectives used within the lesson content to	[28-PR3]	[799-PR58]	[851-GR]	2	

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Total

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
account for various cultural/background experiences.					
<b>C.</b> The textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	[49-PT1]	[690-PR4]	[696-PR1]	3	
<b>D.</b> The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	[769-PR25]	[871-PR3]	[903-MMV]	4	
<b>E.</b> At the beginning of each unit, chapter or lesson there is a list of content and mathematical practice standards covered within the unit, chapter and/or lesson.	[57-GR]	[193-1]	[359A-1]	5	
<b>F.</b> The textbook provides an introduction to the lesson including the comprehension questions (i.e. focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.	[18-GR]	[134-GR]	[280-GR]	6	
<b>G.</b> The textbook integrates appropriate mathematical vocabulary into each lesson.	[564-EU]	[688-EU]	[782-EU]	7	
<b>H.</b> The textbook provides visual representations such as pictorial models, tables, graphs, manipulatives and number lines to assist students' comprehension.	[499-PR2]	[614-KC]	[775-PR4]	8	
<b>I.</b> The textbook provides extensive and varied opportunities to practice lesson objectives using higher order thinking skills.	[10-PR42]	[140-PR42]	[286-PR52]	9	
<b>J.</b> The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	[71-DYU]	[225-AR]	[441-MR]	10	

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<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
<b>K.</b> The textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports plus connections with their personal experiences.	[383-PR3]	[476-PR83]	[849-PR36]	11	
<b>L.</b> The textbook provides field activities for students.	[694-ACT1]	[747-PR11]	[825-PR18]	12	
<b>M.</b> The textbook incorporates increasingly complex tasks within lessons requiring analysis, evaluation and synthesis.	[9-PR33]	[98-PR19]	[180-PR38]	13	
<b>N.</b> The textbook provides cognitively demanding activities that elicit critical thinking and reasoning.	[245-PR40]	[324-PR48]	[411-PR64]	14	
<b>O.</b> The textbook incorporates the use of appropriate technology and manipulatives by students.	[413-ACT]	[459-EX2]	[477-ACT]	15	
<b>P.</b> The textbook provides references to support student learning such as a glossary and word lists.	[994-1]	[496-VOC]	[562-VOC]	16	
<b>Q.</b> The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts.	[T22-1]	[T40-1]	[613A-1]	17	
<b>R.</b> Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	[711-OBJ]	[718A-RET]	[718B-ENR]	18	
<b>S.</b> The Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	[813-VL]	[815A-RET]	[815B-ENR]	19	
<b>T.</b> The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction).	[874A-ELL]	[918A-ELL]	[957A-ELL]	20	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
<b>U.</b> The Teacher's Edition includes content and information that support a variety of approaches to instruction, including (score each item separately):					
1. Writing activities where students explain their mathematical thinking.	[17-PR68]	[97-PR18]	[154-PR34]	21	
2. Project-based learning assignments	[694-ACT1]	[747-PR11]	[749-ACT3]	22	
3. Interdisciplinary instruction	[383-PR3]	[476-PR83]	[849-PR36]	23	
4. Cooperative learning strategies	[67B-AGP]	[173B-AGP]	[317B-AGP]	24	
5. Early and effective intervention instructional strategies	[397A-RET]	[468A-RET]	[530-EI]	25	
<b>V.</b> The Teacher's Edition provides the teacher with instructional strategies for every lesson.	[595-GI]	[674-IL]	[731-PTT]	26	
<b>W.</b> The Teacher's Edition and resources provide instructional support for developing both student conceptual understanding and procedural fluency.	[787-DYU]	[864-DYKH]	[942B-PRAC]	27	
<b>X.</b> The Teacher's Edition and resources provide various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives.	[T64-ELA]	[89-MCQ]	[171-DYU]	28	
<b>Y.</b> The Teacher's Edition and resources provide student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or	[273-CT]	[353-CT]	[427-CT]	29	

pg. 14 Total	
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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
acceleration.					
Z. The Teacher's Edition provides opportunities for student presentations and projects using technology.	[459-CB]	[477CB]	[524-CB]	30	
<b>STANDARDS FOR MATHEMATICAL PRACTICE</b>					
<b>AA. Make sense of problems and persevere in solving them:</b>					
1. The lesson activities and assessments require students to make conjectures about the form and meaning of their solution strategies and plan a solution strategy rather than jumping into solution attempts.	[570-PR53]	[619-PR38]	[679-PR48]	31	
2. The lesson activities require students to communicate their understanding of the approaches of others in solving problems and to identify correspondences between different approaches.	[147-PR57]	[230-PR42]	[260-PR3]	32	
<b>BB. Reason abstractly and quantitatively:</b>					
1. The lesson activities and assessments require students to make sense of quantities and their relationships in problem situations.	[294-PR46]	[337-PR34]	[365-PR37]	33	
2. The lesson activities and assessments require students to decontextualize mathematical problem situations by abstracting the situation, representing it symbolically, and manipulating the representing symbols to solve problems.	[395-PR45]	[402-PR45]	[512-PR30]	34	

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<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
<p>3. The lesson activities and assessments require students to pause during manipulation of numbers and symbols to contextualize mathematical expressions and equations, create coherent representations, consider the units involved, and attend to the meaning of quantities within a context.</p>	[371-PR52]	[388-PR97]	[466-PR45]	35	
<b>CC. Construct viable arguments and critique the reasoning of others:</b>					
<p>1. The lesson activities and assessments require students to understand and use stated assumptions, definitions, and previously established results in constructing mathematical arguments.</p>	[16-PR67]	[474-PR47]	[841-PR26]	36	
<p>2. The lesson activities and assessments require students to provide a justification for their solutions, communicate their mathematical reasoning to others and respond to arguments of others.</p>	[139-PR39]	[238-PR52]	[309-PR40]	37	
<p>3. The lesson activities and assessments require students to compare the effectiveness of two plausible arguments; distinguish correct logic or reasoning from that which is flawed, and if there is a flaw in an argument, explain what it is.</p>	[329-PR30]	[337-PR33]	[396-PR62]	38	
<p>4. The lesson activities and assessments provide opportunities for students to explore examples and counter examples.</p>	[16-PR60]	[409-DYU7]	[619-PR39]	39	
<b>DD. Model with mathematics:</b>					



SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
1. The lesson activities and assessments require students to apply the mathematics they know to solve problems arising in everyday life, society and the workplace.	[23-PR53]	[343-PR25]	[592-PR47]	40	
2. The lesson activities and assessments require students to apply what they know to breakdown and simplify complicated situations.	[97-PR18]	[294-PR39]	[365-PR35]	41	
3. The lesson activities and assessments require students to interpret their mathematical results in the context of the situation, reflect on whether the results make sense, and reflect on how well their model has supported their problem solving.	[23-PR45]	[449-PR43]	[686-PR34]	42	
<b>EE. Use appropriate tools strategically:</b>					
1. The lesson activities and assessments require students to use a variety of tools and manipulatives to solve various problems.	[578-CB]	[694-ACT1]	[699-PR4]	43	
2. The lesson activities and assessments require students to make sound decisions about choosing appropriate tools.	[182-PT2]	[302-PR57]	[807-PR35]	44	
3. The lesson activities and assessments require students to use estimation to detect possible errors.	[97-PR14]	[213-PR25]	[857-PR48]	45	
4. The lesson activities and assessments require students to use technology to explore and deepen their understanding of concepts.	[163-CB]	[413-CB]	[621-CB]	46	
<b>FF. Attend to precision:</b>					

<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
1. The lesson activities and assessments require precise communication among students (e.g., using clear definitions, stating the meaning of symbols, specifying units of measure.)	[79-PR46]	[140-PR52]	[207-PR37]	47	
2. The lesson activities and assessments require students to answer with a degree of precision appropriate for the problem's context.	[621-PR7]	[229-PR27]	[246-PR56]	48	
<b>GG. Look for and make use of structure:</b>					
1. The lesson activities and assessments require students to look closely to discern a pattern or structure through opportunities provided.	[98-PR19]	[327-1]	[578-CB]	49	
<b>HH. Look for and express regularity in repeated reasoning:</b>					
1. The lesson activities and assessments require students to notice if calculations are repeated, and look both for general methods and for shortcuts.	[564-PR3]	[570-PR66]	[581-PR2]	50	
2. The lesson activities and assessments require students to maintain oversight of the process, while attending to the details.	[161-PR14]	[213-PR25]	[229-PR36]	51	
3. The lesson activities and assessments require students to continually evaluate the reasonableness of their intermediate results.	[119-PR46]	[121-PT3]	[213-PR23]	52	
<b>II.</b> The Teacher's Edition provides scaffolded curriculum maps.	[T40-1]	[T46-1]	[T22-1]	53	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
<b>JJ. Provides students with opportunities to:</b>					
1. Demonstrate keyboarding proficiency in technique and posture while building speed.	[200-PR54]	[506-CB]	[787-PR5]	54	
2. Refine their selection and use of appropriate search strategies.	[200-PR54]	[470-PR3]	[524-CB]	55	
3. Expand their use of word processing, graphics, databases, spreadsheets, simulations, multimedia, and telecommunications.	[200-PR54]	[504-PR25]	[524-CB]	56	
4. Become fluent in using multiple software applications and applying them across the curriculum.	[200-PR54]	[413-CB]	[621-CB]	57	
<b>Reviewer's Section II Total</b>					<b>Total Section Score</b>
<b>Reviewer's Grand Total</b>					<b>Total Review Score</b>

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REVIEWER # \_\_\_\_\_

ABBREVIATION KEY  
Pearson Education, Inc. publishing as Prentice Hall  
Pearson Algebra 2, Common Core  
2041 Algebra 2 /Grades 9-12

ACT	Activity	MMV	My Math Video
AGP	Activities, Games, and Puzzles	MR	Mixed Review
AR	Algebra Review	OBJ	Objective(s)
CB	Concept Byte	PIAT	Pull It All Together
CSR	Cumulative Standards Review	PR	Problem or Exercise
CT	Chapter Test	PRAC	Practice
DYKH	Do You Know How?	PT	Performance Task
DYU	Do You Understand?	PTT	Preparing to Teach
EI	Error Intervention	REF	Reference
ELA	Entry-Level Assessment	RET	Reteaching
ELL	English Language Learner Support	SH	Skills Handbook
ENR	Enrichment	TN	Take Note
EU	Essential Understanding	VG	Visual Glossary
EX	Example	VL	Visual Learner
GI	Guided Instruction	VOC	Vocabulary
GIT	Got It?		
GR	Getting Ready!		
HWIW	Here's Why It Works		
IL	Interactive Learning		
KC	Key Concept		
LC	Lesson Check		
MCQ	Mid-Chapter Quiz		