A Correlation of

Pearson Mathematics
Algebra 2 Common Core
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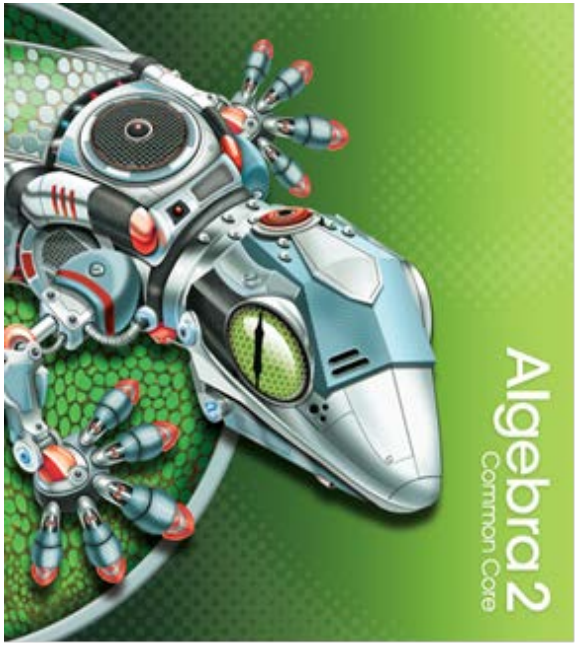

to the

California Common Core State Standards for Mathematics Standards Map
Algebra II

California Common Core State Standards for Mathematics
Standards Map

Algebra II

★ *Indicates a modeling standard linking mathematics to everyday life, work, and decision-making.*
(+) *Indicates additional mathematics to prepare students for advanced courses.*

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
	NUMBER AND QUANTITY				
Domain	**THE COMPLEX NUMBER SYSTEM**				
Cluster	**Perform arithmetic operations with complex numbers.**				
N-CN 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.	**SE/TE:** 248-255 **TE:** 255A-255B			
N-CN 2.	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	**SE/TE:** 248-255 **TE:** 255A-255B			

[1] For some standards that appear in multiple courses (e.g., Algebra I and Algebra II), some examples included in the language of the standard that did not apply to this standards map were removed.

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Cluster	**Use complex numbers in polynomial identities and equations.** [Polynomials with real coefficients]				
N-CN 7.	Solve quadratic equations with real coefficients that have complex solutions.	**SE/TE:** 248-255, 312-317, 319-324 **TE:** 255A-255B, 317A-317B, 324A-324B			
N-CN 8.	(+) Extend polynomial identities to the complex numbers. *For example, rewrite $x^2 + 4$ as $(x + 2i)(x – 2i)$.*	**SE/TE:** 252, 314, CB 318, 320-321 **TE:** 317A-317B			
N-CN 9.	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	**SE/TE:** 319-322 **TE:** 324A-324B			
	ALGEBRA				
Domain	**SEEING STRUCTURE IN EXPRESSIONS**				
Cluster	**Interpret the structure of expressions.** [Polynomial and rational]				
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.★	**SE/TE:** 226-228, CB 232, 280-284, 527-530 **TE:** 231A-231B, 287A-287B, 533A-533B			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
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. *For example, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P.*★	**SE/TE:** 41-45, 434-438, 442-447, 451-455, CB 459, 527-530 **TE:** 48A-48B, 441A-441B, 450A-450B, 458A-458B, 533A-533B			
A-SSE 2.	Use the structure of an expression to identify ways to rewrite it.	**SE/TE:** 216-223, 296-302, 361-366, 367-373, 374-380 **TE:** 223A-223B, 302A-302B, 366A-366B, 373-373B, 380A-380B			
Cluster	**Write expressions in equivalent forms to solve problems.**				
A-SSE 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. *For example, calculate mortgage payments.* ★	**SE/TE:** 595-601, CB 594 **TE:** 601A-601B			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
Domain	**ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS**				
Cluster	**Perform arithmetic operations on polynomials.** [Beyond quadratic]				
A-APR 1.	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	**SE/TE:** 303-307 **TE:** 310A-310B			
Cluster	**Understand the relationship between zeros and factors of polynomials.**				
A-APR 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 $p(x)$.	**SE/TE:** 303-310 **TE:** 310A-310B			
A-APR 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.	**SE/TE:** 226-231, 288-295, 319-324, CB 325 **TE:** 231A-231B, 295A-295B, 324A-324B			

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Cluster	**Use polynomial identities to solve problems.**				
A-APR 4.	Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*	**SE/TE:** CB 318			
A-APR 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.[2]	**SE/TE:** 326-328 **TE:** 330A-330B			
Cluster	**Rewrite rational expressions.** [Linear and quadratic denominators]				
A-APR 6.	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, 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.	**SE/TE:** 303-310, 542-548 **TE:** 310A-310B, 548A-548B			

[2] The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

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A-APR 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.	**SE/TE:** 534-538, 542-545, CB 549-551 **TE:** 541A-541B, 548A-548B			
Domain	**CREATING EQUATIONS**				
Cluster	**Create equations that describe numbers or relationships.** [Equations using all available types of expressions, including simple root functions]				
A-CED 1.	Create equations and inequalities in one variable **including ones with absolute value** and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* **CA** ★	**SE/TE:** 26-32, 33-40, 41-48, 81-88, 92-98, 194-201, 226-231, 232, 233-239, 240-247, 256-257, 434-441, 469-476, 484-485, 542-548, 550-551 **TE:** 32A-32B, 40A-40B, 48A-48B, 88A-88B, 98A-98B, 201A-201B, 231A-231B, 239A-239B, 247A-247B, 257A-257B, 441A-441B, 476A-476B, 485A-485B, 548A-548B, 551A-551B			

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A-CED 2.	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★	**SE/TE:** 68-70, 74-77, 81-85, 114-117, 134-137, 142-145, 202-205, 226-228, 434-438, 442-446, 498-502, CB 506, 507-511, 515-520, CB 524 **TE:** 73A-73B, 80A-80B, 88A-88B, 120A- 120B, 141A-141B, 148A-148B, 208A-208B, 231A-231B, 441A-441B, 450A-450B, 505A-505B, 514A-514B, 523A-523B			
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. ★	**SE/TE:** 134-137, 142-145, 149-152, 157-159, CB 163, 258-261, CB 484 **TE:** 314A-341B, 148A-148B, 155A-155B, 162A-162B, 264A-264B			
A-CED 4.	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.★	**SE/TE:** 26-29, 390-394, 498-502 **TE:** 32A-32B, 397A-397B, 505A-505B			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Domain	**REASONING WITH EQUATIONS AND INEQUALITIES**				
Cluster	**Understand solving equations as a process of reasoning and explain the reasoning.** [Simple radical and rational]				
A-REI 2.	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	**SE/TE:** 390-397, 542-548 **TE:** 397A-397B, 548A-548B			
Cluster	**Solve equations and inequalities in one variable.**				
A-REI 3.1	**Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context. CA**	**SE/TE:** 41-48, 52, 53, 55, 57 **TE:** 48A-48B			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
Cluster	**Represent and solve equations and inequalities graphically.** [Combine polynomial, rational, radical, absolute value, and exponential functions.]				
A-REI 11.	Explain why the *x*-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★	**SE/TE:** 134-141, 296-302, 469-476, CB 484-485, 542-548 **TE:** 141A-141B, 302A-302B, 476A-476B, 548A-548B			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
	FUNCTIONS				
Domain	**INTERPRETING FUNCTIONS**				
Cluster	**Interpret functions that arise in applications in terms of the context.** [Emphasize selection of appropriate models.]				
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. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* ★	**SE/TE:** 74-80, 92-98, 194-201, 202-208, 209-214, 280-287, 331-338, CB 459-460, 507-514, 828-834, 851-858, 861-867 **TE:** 80A-80B, 98A-98B, 201A-201B, 208A-208B, 214A-214B, 287A-287B, 338A-338B, 514A-514B, 834A-834B, 858A-858B, 867A-867B			
F-IF 5.	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.★	**SE/TE:** 209-211, 331-334 **TE:** 214A-214B, 338A-338B			
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. ★	**SE/TE:** 92-98, 194-201, 202-208, CB 215, 331-338 **TE:** 98A-98B, 201A-201B, 208A-208B, 338A-338B			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
Cluster	**Analyze functions using different representations.** [Focus on using key features to guide selection of appropriate type of model function.]				
F-IF 7b.	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. ★	**SE/TE:** 74-77, 81-85, CB 90-91, 99-103, 107-110, 114-117, 194-198, 202-205, 280-284, 288-292, 331-334, 414-417, 442-447, CB 506, 515-520, CB 524-525 **TE:** 80A-80B, 88A-88B, 106A-106B, 113A-113B, 120A-120B, 201A-201B, 208A-208B, 287A-287B, 295A-295B, 338A-338B, 420A-420B, 450A-450B, 523A-523B			
F-IF 7c.	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. ★	**SE/TE:** 280-287, 288-295, 339-345, 434-441, 442-450, 451-458, 851-858, 861-867, 868-874, 875-882, 883-890 **TE:** 287A-287B, 295A-295B, 345A-345B , 441A-441B, 450A-450B, 458A-458B, 858A-858B, 867A-867B, 874A-874B, 882A-882B, 890A-890B			

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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. ★	**SE/TE:** 434-441, 442-450, 451-458, 851-858, 861-867, 868-874, 875-882, 883-890 **TE:** 441A-441B, 450A-450B, 458A-458B, 858A-858B, 867A-867B, 874A-874B, 882A-882B, 890A-890B			
F-IF 8.	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	**SE/TE:** 226-231, 233-239, 288-295, 312-317, 339-345 **TE:** 231A-231B, 239A-239B, 295A-295B, 317A-317B, 345A-345B			
F-IF 9.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	**SE/TE:** 81-88, 202-208, 288-295, 312-317, 339-345 **TE:** 88A-88B, 208A-208B, 295A-295B, 317A-317B, 345A-345B			

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Domain	**BUILDING FUNCTIONS**				
Cluster	**Build a function that models a relationship between two quantities.** [Include all types of functions studied.]				
F-BF 1b.	Write a function that describes a relationship between two quantities. Combine standard function types using arithmetic operations. *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.*★	**SE/TE:** 68-73, 92-98, 202-208, 288-295, 398-404, 442-450, 507-514, 515-523 **TE:** 73A-73B, 98A-98B, 208A-208B, 295A-295B, 404A-404B, 450A-450B, 514A-514B, 523A-523B			
Cluster	**Build new functions from existing functions.** [Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.]				
F-BF 3.	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, 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.*	**SE/TE:** 99-106, 107-113, 194-201, 339-345, 507-514 **TE:** 106A-106B, 113A-113B, 201A-201B, 345A-345B, 514A-514B			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
F-BF 4a.	Find inverse functions. 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. *For example, $f(x) = 2x^3$ or $f(x) = (x + 1)/(x - 1)$ for $x \neq 1$.*	**SE/TE:** 405-412, 451-458 **TE:** 412A-412B, 458A-458B			
Domain	**LINEAR, QUADRATIC, AND EXPONENTIAL MODELS**				
Cluster	**Construct and compare linear, quadratic, and exponential models and solve problems.**				
F-LE 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. ★ [Logarithms as solutions for exponentials]	**SE/TE:** 469-476, 478-483 **TE:** 476A-476B, 483A-483B			
F-LE 4.1	**Prove simple laws of logarithms. CA ★**	**SE/TE:** 462-465 **TE:** 465A-465B			

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F-LE 4.2	**Use the definition of logarithms to translate between logarithms in any base. CA ★**	Students use the definition of logarithms to translate between logarithmic and exponential expressions, and they use the Change of Base formula to translate between logarithms of different bases. **SE/TE:** 451-458, 462-468, 470-476, 477, 478-483, 484-485, 486 **TE:** 458A-458B, 468A-468B, 476A-476B, 483A-483B, 485A-485B Change of Base Formula: **SE/TE:** 464, 467, 476			
F-LE 4.3	**Understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values. CA ★**	**SE/TE:** 462-468, 470-476, 477, 478-483, 484-485, 486 **TE:** 468A-468B, 476A-476B, 483A-483B, 485A-485B			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Domain	**TRIGONOMETRIC FUNCTIONS**				
Cluster	**Extend the domain of trigonometric functions using the unit circle.**				
F-TF 1.	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	**SE/TE:** 844-850 **TE:** CB 843, 850A-850B			
F-TF 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.	**SE/TE:** 851-858, 861-867, 868-874 **TE:** 858A-858B, CB 850, 867A-867B, 874A-874B			
F-TF 2.1	**Graph all 6 basic trigonometric functions. CA**	**SE/TE:** 851-858, 859, 860, 861-867, 868-874, 875-882, 886-890, 895-896, 897 **TE:** 858A-858B, 867A-867B, 874A-874B, 882A-882B, 890A-890B			
Cluster	**Model periodic phenomena with trigonometric functions.**				
F-TF 5.	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. ★	**SE/TE:** 851-858, 861-867, 868-874, 875-882 **TE:** 858A-858B, 867A-867B, 874A-874B, 882A-882B			

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Cluster	**Prove and apply trigonometric identities.**				
F-TF 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.	**SE/TE:** 904-910 **TE:** 910A-910B			
	GEOMETRY				
Domain	**EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS**				
Cluster	**Translate between the geometric description and the equation for a conic section.**				
G-GPE 3.1	**Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, use the method for completing the square to put the equation into standard form; identify whether the graph of the equation is a circle, ellipse, parabola, or hyperbola and graph the equation.** [In Algebra II, this standard addresses only circles and parabolas.] **CA**	For related content, please see: **SE/TE:** 638-644, 645-652 **TE:** 644A-644B, 652A-652			

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	STATISTICS AND PROBABILITY				
Domain	**INTERPRETING CATEGORICAL AND QUANTITATIVE DATA**				
Cluster	**Summarize, represent, and interpret data on a single count or measurement variable.**				
S-ID 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. ★	**SE/TE:** 719-724, 739-745 **TE:** 724A-724B, 745A-745B			
Domain	**MAKING INFERENCES AND JUSTIFYING CONCLUSIONS**				
Cluster	**Understand and evaluate random processes underlying statistical experiments.**				
S-IC 1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★	**SE/TE:** 725-730 **TE:** 730A-730B			

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S-IC 2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *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?*★	**SE/TE:** CB 694-695, 703-709 **TE:** 709A-709B			
Cluster	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**				
S-IC 3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★	**SE/TE:** 725-730 **TE:** 730A-730B			
S-IC 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. ★	**SE/TE:** 725-730, CB 746-747, CB 748-749 **TE:** 730A-730B			
S-IC 5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★	**SE/TE:** 725-730, CB 748-749 **TE:** 730A-730B			

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S-IC 6.	Evaluate reports based on data. ★	**SE/TE:** 711-718, 719-724, 725-730 **TE:** 718A-718B, 724A-724B, 730A-730B			
Domain	**USING PROBABILITY TO MAKE DECISIONS**				
Cluster	**Use probability to evaluate outcomes of decisions.** [Include more complex situations.]				
S-MD 6.	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). ★	**SE/TE:** 703-706 **TE:** 709A-709B			
S-MD 7.	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★	**SE/TE:** 703-706 **TE:** 709A-709B			

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	MATHEMATICAL PRACTICES				
MP 1.	Make sense of problems and persevere in solving them.	The Pull It All Together exercises at the end of each chapter give students the opportunity to think through non-routine problems that require knowledge from the given chapter and earlier chapters. The Plan and Think elements in each lesson give students the tools to attack new problems. For examples, see pages: **SE/TE:** 182, 266, 346, 486, 662, 742			
MP 2.	Reason abstractly and quantitatively.	The example Problems with Think-Write or Know-Need-Plan boxes help students develop their abilities to understand the math at hand and to understand how to plan to solve future problems. In Algebra 2, example problems help students understand how to approach real-world situations by expressing words or situations as expressions and equations. For examples, see lessons: **SE/TE:** 1-3, 2-8, 3-1, 4-5, 5-3, 7-1, 8-2, 9-2, 10-6, 11-4, 12-5			

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MP 3.	Construct viable arguments and critique the reasoning of others.	The Solve It!/Getting Ready! exercise opening each lesson allows students to think about ideas that will be extended in the lesson. These problems particularly encourage students to think about mathematical situations in more than one way and to share their thinking with others. This allows students to analyze the thinking of others as well as their own thinking. For examples, see pages: **SE/TE:** 26, 92, 194, 240, 326, 434, 507, 622, 764, 853			
MP 3.1	**Students build proofs by induction and proofs by contradiction. CA** [for higher mathematics only].	N/A			
MP 4.	Model with mathematics.	Students have an opportunity to use mathematics to model real-world situations throughout each text. For examples, see lessons: **SE/TE:** 2-5, 3-1, 4-3, 5-8, 7-5, 8-6, 9-3, 11-5, 13-3, 14-4			

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MP 5.	Use appropriate tools strategically.	Concept Bytes require students to use manipulatives and technology tools to understand and practice concepts. They can use these tools as they work on their homework exercises. In addition, many lessons have Dynamic Activities providing students with online access to tools especially developed for the Pearson program. For examples, see pages: **SE/TE:** 163, 215, 318, 413, 459, 594, 621, 772, 835, 927			
MP 6.	Attend to precision.	The textbook contains Reasoning, Error Analysis, and Writing exercises. In these exercises, students analyze and communicate mathematical concepts and use vocabulary and mathematical symbols accurately. For examples, see lessons: **SE/TE:** 1-1, 2-3, 3-4, 4-5, 5-3, 6-2, 7-4, 8-3, 10-2, 11-3, 12-3, 13-8			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 7.	Look for and make use of structure.	The Think and Plan elements for each example problem encourage students to actively look for similarities and differences between mathematical concepts. By responding to the hints provided by the Think and Plan elements, students will require less assistance, developing their own abilities to look for patterns and structure. For examples, see lessons: **SE/TE:** 1-6, 2-3, 3-3, 4-6, 5-4, 6-1, 7-5, 8-4, 9-3, 10-4, 11-1, 12-3, 13-3, 14-1			
MP 8.	Look for and express regularity in repeated reasoning.	Algebra is the language used to express general methods rather than repeated arithmetic operations. Throughout Algebra 2 students grow in their abilities to look for and use algebra to model situations and make generalizations that are reasonable. For examples, see lessons: **SE/TE:** 2-4, 4-6, 5-7, 6-4, 7-4, 9-1, 10-2, 13-3, 14-1			