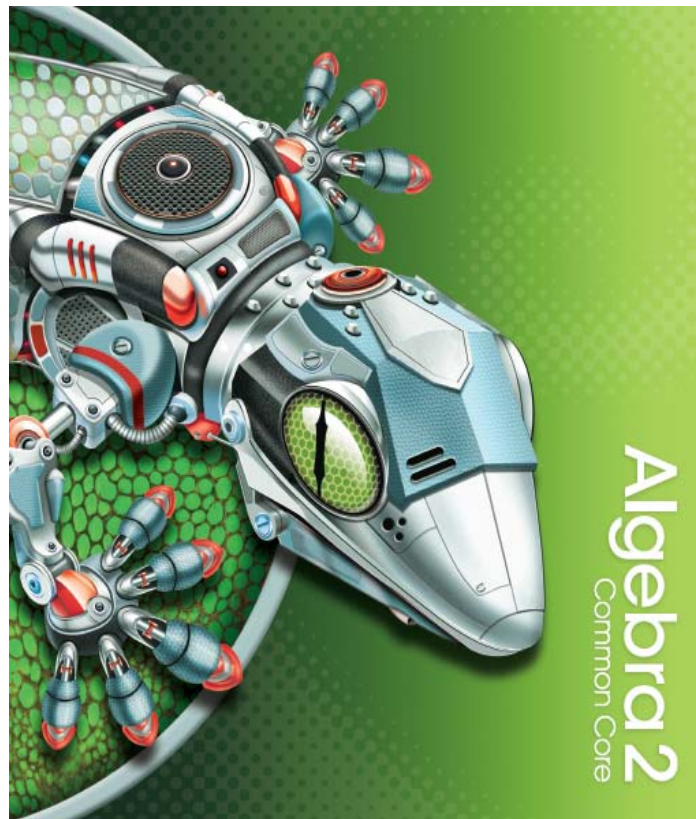


**A Correlation of
Pearson Mathematics
Algebra 2
Common Core, ©2015**



**To the
Georgia Standards of Excellence
Algebra II**

Introduction

This document demonstrates how ***Pearson Algebra 2, Common Core Edition ©2015*** meets the standards of the Georgia Standards of Excellence, Algebra II. Correlation references are to the pages of the Student and Teacher's Editions.

Pearson Algebra 2, Common Core Edition ©2015 balances conceptual understanding, procedural fluency, and the application of mathematics to solve problems and formulate models.

- Each lesson begins with Interactive Learning, the Solve It!, which immediately engages students in their daily learning according to the Standards for Mathematical Practice.
- The second step of the lesson, Guided Instruction, uses visual learning principles and a Thinking/Reasoning strand (seen in the Know/Need/Plan and Think/Plan/Write boxes) to introduce the Essential Understanding of the lesson by teaching THROUGH and FOR problem-solving.
- In the third step of the lesson, the Lesson Check, Do you know HOW? exercises measure students' procedural fluency, while Do you UNDERSTAND? problems measure students' conceptual understanding.
- In the fourth step of the lesson, Practice problems are designed to develop students' fluency in the Content Standards and proficiency with the Mathematical Practices. Real-world STEM problems as well as problems designed to elicit the use of one or more of the Standards for Mathematical Practice are clearly labeled in the Practice step of the lesson.
- The final phase of the lesson, Assess and Remediate, features a Lesson Quiz to measure students' understanding of lesson concepts. By utilizing the balanced and proven-effective approach of Pearson's 5-step lesson design, you can teach with confidence.

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Georgia Standards of Excellence Algebra II/Advanced Algebra	Pearson High School Mathematics Algebra 2
Mathematical Practices	
<p>1 Make sense of problems and persevere in solving them.</p> <p>High school students start to examine problems by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. By high school, students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. They check their answers to problems using different methods and continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	<p>SE/TE: 3(CCPT), 49 (PIAT), 86-88, 96-98, 193 (CCPT), 229-231, 295 (AWYL), 401-404, 439-441, 447-450, 486 (PIAT), 497 (CCPT), 503-505, 521-523, CB 549, 613 (CCPT), 687 (AWYL), CB 694-695, 717-719, 743-745, CB 546-547, CB 748-749, CB 843, 903 (CCPT)</p> <p>TE: 88A-88B, 98A-98B, 231A-231B, 247A-247B, 404A-404B, 441A-441B, 450A-450B, 505A-505B, 523A-523B, 709A-709B, 745A-745B</p>

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<p>2 Reason abstractly and quantitatively. High school students seek to make sense of quantities and their relationships in problem situations. They abstract a given situation and represent it symbolically, manipulate the representing symbols, and pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Students use quantitative reasoning to create coherent representations of the problem at hand; consider the units involved; attend to the meaning of quantities, not just how to compute them; and know and flexibly use different properties of operations and objects.</p>	<p>SE/TE: 3 (CCPT), 7-10, 49 (PIAT), 88 (AWYL), 133 (CCPT), 138-141, 179-181, 182 (PIAT), 231 (AWYL), 552 (PIAT), 563 (CCPT), 673 (CCPT), 750 (PIAT), 750 (PIAT), 806-808, 832-834, 840-842, 848-850, 856-858, 924-926, 932-934</p> <p>TE: 10A-10B, 141A-141B, 181A-181B, 808A-808B, 834A-834B, 842A-842B, 850A-850B, 858A-858B, 926A-926B, 934A-934B</p>
<p>3 Construct viable arguments and critique the reasoning of others. High school students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. High school students are also able 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. High school students learn to determine domains to which an argument applies, listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p>SE/TE: 7-10, 15-17, 22-24, 38-40, 46-48, 138-141, 221-223, 262-264, 308-310, 378-380, 410-412, 473-476, 503-505, 618-620, 650-652, 768-770, 788-790, 840-842, 924-926, 932-934</p> <p>TE: 10A-10B, 17A-17B, 24A-24B, 40A-40B, 48A-48B, 141A-141B, 223A-223B, 264A-264B, 310A-310B, 380A-380B, 412A-412B, 476A-476B, 505A-505B, 620A-620B, 652A-652B, 770A-770, 790A-790B, 842A-842B, 926A-926B, 934A-934B</p>

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<p>4 Model with mathematics. High school students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. High school students making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<p>SE/TE: 3 (CCPT), 49 (PIAT), 104-106, 111-113, 118-120, 173 (AWYL), 208 (AWYL), 287 (AWYL), 335-338, 421 (PIAT), 586 (AWYL), 650-652, 658-660, 709 (AWYL), 743-745, 763 (CCPT), CB 780-781, 888-890, 890 (AWYL), 891 (PIAT), 903 (CCPT), 924-926, 958 (PIAT)</p> <p>TE: 106A-106B, 113A-113B, 120A-120B, 338A-338B, 652A-652B, 660A-660B, 745A-745B, 890A-890B, 926A-926B</p>

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<p>5 Use appropriate tools strategically. High school students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. High school students should be sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. They are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	<p>SE/TE: CB 90-91, 96-98, 111-113, 118-120, 133 (CCPT), 138-141, 179-181, 212-214, CB 265, 301-302, CB 413, 418-420, 421 (PIAT), 447-450, 456-458, CB 477, CB 506, CB 524-525, 546-548, CB 621, CB 771, 797-800, 840-842, CB 860, 872-874, 888-890</p> <p>TE: 98A-98B, 113A-113B, 120A-120B, 141A-141B, 181A-181B, 214A-214B, 302A-302B, 420A-420B, 450A-450B, 458A-458B, 548A-548B, 800A-800B, 842A-842B, 874A-874B, 890A-890B</p>
<p>6 Attend to precision. High school students try to communicate precisely to others by using clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p>SE/TE: 386-388, 395-397, 421 (PIAT), 439-441, 456-458, 466-468, 481-483, 503-505, 563 (CCPT), 602 (PIAT), 613 (CCPT), 678-680, 685-687, 691-693, 700-702, 722-724, 735-738, CB 745-746, 788-790, 832-834, CB 835, 840-842, CB 843, 848-850, 856-858, 916-918, 924-926, 939-942</p> <p>TE: 388A-388B 397A-397B, 441A-441B, 458A-458B, 468A-468B, 483A-483B, 505A-505B, 680A-680B, 687A-687B, 693A-693B, 702A-702B, 724A-724B, 738A-738B, 790A-790B, 834A-834B, 842A-842B, 850A-850B, 858A-858B, 918A-918B, 926A-926B, 942A-942B</p>

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<p>7 Look for and make use of structure. By high school, students look closely to discern a pattern or structure. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. High school students use these patterns to create equivalent expressions, factor and solve equations, and compose functions, and transform figures.</p>	<p>SE/TE: 38-40, 199-201, CB 215, 279 (CCPT), 308-310, CB 318, 473-476, 531-533, 539-541, 546-548, 563 (CCPT), 569-571, 575-577, CB 578, 584-586, 591-593, CB 594, 599-601, 602 (PIAT), CB 661), 735-738, 768-770, 797-800, 827 (CCPT), 867 (CCPT), 891 (PIAT), 903 (CCPT), 908-910, 948-950, 955-957, 958 (PIAT)</p> <p>TE: 40A-40B, 201A-201B, 310A-310B, 476A-476B, 533A-533B, 541A-541B, 548A-548B, 571A-571B, 577A-577B, 586A-586B, 593A-593B, 601A-601B, 738A-738B, 770A-770B, 800A-800B, 910A-910B, 950A-950B, 957A-957B</p>
<p>8 Look for and express regularity in repeated reasoning. High school students notice if calculations are repeated, and look both for general methods and for shortcuts. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, derive formulas or make generalizations, high school students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>	<p>SE/TE: 229-231, CB 360, 569-571, 575-577, CB 578, 584-586, 591-593, 599-601, 678-580, 735-738, 827 (CCPT), CB 835, CB 843, 891 (PIAT), 908-910</p> <p>TE: 231A-231B, 571A-571B, 577A-577B, 586A-586B, 593A-593B, 601A-601B, 680A-680B, 738A-738B, 910A-910B</p>

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The Real Number System N.RN	
Extend the properties of exponents to rational exponents.	
MGSE9-12.N.RN.1 Explain how the meaning of rational exponents follows from extending the properties of integer exponents to rational numbers, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{(1/3)}$ to be the cube root of 5 because we want $[5^{(1/3)}]^3 = 5^{[(1/3) \times 3]}$ to hold, so $[5^{(1/3)}]^3$ must equal 5.</i>	SE/TE: CB 360, 381-385 TE: 388A-388B
MGSE9-12.N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents. (i.e., simplify and/or use the operations of addition, subtraction, and multiplication, with radicals within expressions limited to square roots).	SE/TE: 381-385 TE: 388A-388B
The Complex Number System N.CN	
Perform arithmetic operations with complex numbers.	
MGSE9-12.N.CN.1 Understand there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ where a and b are real numbers.	SE/TE: 248-253 TE: 255A-255B
MGSE9-12.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: 248-253 TE: 255A-255B
MGSE9-12.N.CN.3 Find the conjugate of a complex number; use the conjugate to find the quotient of complex numbers.	SE/TE: 248-253 TE: 255A-255B
Use complex numbers in polynomial identities and equations.	
MGSE9-12.N.CN.7 Solve quadratic equations with real coefficients that have complex solutions by (but not limited to) square roots, completing the square, and the quadratic formula.	SE/TE: 248-253, 312-316, 319-322 TE: 255A-255B, 317A-317B, 324A-324B

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MGSE9-12.N.CN.8 Extend polynomial identities to include factoring with complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i>	SE/TE: 248-253, 312-316, 319-322 TE: 255A-255B, 317A-317B, 324A-324B
MGSE9-12.N.CN.9 Use the Fundamental Theorem of Algebra to find all roots of a polynomial equation.	SE/TE: 319-322 TE: 324A-324B
Seeing Structure in Expressions A.SSE	
Interpret the structure of expressions	
MGSE9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.	SE/TE: 41-45, 226-229, 280-285, 434-439, 442-447, 451-456, 527-530 TE: 48A-48B, 231A-231B, 287A-287B, 441A-441B, 450A-450B, 458A-458B, 533A-533B
MGSE9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients, in context.	SE/TE: 226-229, 280-285, 527-530 TE: 231A-231B, 287A-287B, 533A-533B
MGSE9-12.A.SSE.1b Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.	SE/TE: 226-229, 434-439, 442-447, 451-456, 527--530 TE: 231A-231B, 441A-441B, 450A-450B, 458A-458B, 533A-533B
MGSE9-12.A.SSE.2 Use the structure of an expression to rewrite it in different equivalent forms. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	SE/TE: 216-221, 296-300, 361-364, 367-370, 374-378, 527-530 TE: 223A-223B, 302A-302B, 366A-366B, 373A-373B, 380A-380B, 533A-533B
Write expressions in equivalent forms to solve problems	
MGSE9-12.A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	SE/TE: 226-229, 469-473 TE: 231A-231B, 476A-476B

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MGSE9-12.A.SSE.3c Use the properties of exponents to transform expressions for exponential functions. <i>For example, the expression 1.15^t, where t is in years, can be rewritten as $[1.15^{(1/12)}]^{(12t)} \approx 1.012^{(12t)}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i>	SE/TE: 469-473 TE: 476A-476B
MGSE9-12.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. <i>For example, calculate mortgage payments.</i>	SE/TE: CB 594, 595-598 TE: 601A-601B
Arithmetic with Polynomials and Rational Expressions A.APR	
Perform arithmetic operations on polynomials	
MGSE9-12.A.APR.1 Add, subtract, and multiply polynomials; understand that polynomials form a system analogous to the integers in that they are closed under these operations.	SE/TE: 303-308 TE: 310A-310B
Understand the relationship between zeros and factors of polynomials	
MGSE9-12.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: 303-308 TE: 310A-310B
MGSE9-12.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: 226-229, 288-293, 319-322, CB 325 TE: 231A-231B, 295A-295B, 324A-324B
Use polynomial identities to solve problems	
MGSE9-12.A.APR.4 Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i>	SE/TE: CB 318

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Rewrite Rational Expressions	
MGSE9-12.A.APR.6 Rewrite simple rational expressions in different forms using inspection, long division, or a computer algebra system; 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 $b(x)$.	SE/TE: 303-308, 542-545 TE: 310A-310B, 548A-548B
MGSE9-12.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: 534-539, 542-545 TE: 541A-541B, 548A-548B
Creating Equations A.CED	
Create equations that describe numbers or relationships	
MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, simple rational, and exponential functions.	SE/TE: 26-30, 33-37, 41-45, 194-198, 226-229, 542-545 TE: 32A-32B, 40A-40B, 48A-48B, 201A-201B, 231A-231B, 548A-548B
MGSE9-12.A.CED.2 Create linear, quadratic, and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (The phrase “in two or more variables” refers to formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.)	SE/TE: 68-71, 74-78, 81-86, 92-96, 114-118, 134-138, 142-145, 202-206, CB 232, 434-439, 442-447, 498-503, 507-512 TE: 73A-73B, 80A-80B, 88A-88B, 98A-98B, 120A-120B, 141A-141B, 148A-148B, 208A-208B, 441A-441B, 450A-450B, 505A-505B, 514A-514B
MGSE9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.	SE/TE: 134-138, 142-145, 149-152, 157-160, CB 163, 258-261, CB 484-485 TE: 141A-141B, 148A-148B, 155A-155B, 162A-162B, 264A-264B

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MGSE9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations. <i>Examples: Rearrange Ohm’s law $V = IR$ to highlight resistance R; Rearrange area of a circle formula $A = \pi r^2$ to highlight the radius r.</i>	SE/TE: 26-30, 390-394, 434-439 TE: 32A-32B, 397A-397B, 505A-505B
Reasoning with Equations and Inequalities A.REI	
Understand solving equations as a process of reasoning and explain the reasoning	
MGSE9-12.A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	SE/TE: 390-394, 542-545 TE: 397A-397B, 548A-548B
Solve equations and inequalities in one variable	
MGSE9-12.A.REI.3 Solve linear equations and inequalities in one variable including equations with coefficients represented by letters. <i>For example, given $ax + 3 = 7$, solve for x.</i>	SE/TE: 26-30, 33-37 TE: 32A-32B, 40A-40B
MGSE9-12.A.REI.4 Solve quadratic equations in one variable.	SE/TE: 226-229, 233-237, 240-244 TE: 231A-231B, 239A-239B, 247A-247B
MGSE9-12.A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, factoring, completing the square, and the quadratic formula, as appropriate to the initial form of the equation.	SE/TE: 226-229, 233-237, 240-244 TE: 231A-231B, 239A-239B, 247A-247B
Represent and solve equations and inequalities graphically	
MGSE9-12.A.REI.11 Using graphs, tables, or successive approximations, show that the solution to the equation $f(x) = g(x)$ is the x -value where the y -values of $f(x)$ and $g(x)$ are the same.	SE/TE: 134-138, 296-300, 469-473, CB 484-485, 542-545 TE: 141A-141B, 302A-302B, 476A-476B, 548A-548B

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Interpreting Functions F.IF	
Interpret functions that arise in applications in terms of the context	
MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior.	SE/TE: 74-78, 92-96, 194-198, 202-206, 209-212, 280-285, 331-335, CB 459-460, 507-512, 828-831, 851-855, 861-864 TE: 80A-80B, 98A-98B, 201A-201B, 208A-208B, 214A-214B, 287A-287B, 338A-338B, 514A-514B, 834A-834B, 858A-858B, 867A-867B
MGSE9-12.F.IF.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 $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i>	SE/TE: 209-212, 331-335 TE: 214A-214B, 338A-338B
MGSE9-12.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: 92-96, 194-198, 206-208, CB 215 TE: 98A-98B, 201A-201B, 208A-208B, 338A-338B
Analyze functions using different representations	
MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.	SE/TE: 434-439, 442-447, 451-456, 851-855, 861-864, 868-871, 875-880, 883-887 TE: 441A-441B, 450A-450B, 458A-458B, 858A-858B, 867A-867B, 874A-874B, 882A-882B, 890A-890B
MGSE9-12.F.IF.7b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	SE/TE: CB 920-91, 107-111, 114-118, 414-418 TE: 113A-113B, 120A-120B, 420A-420B
MGSE9-12.F.IF.7c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	SE/TE: 280-285, 288-293, 339-342 TE: 287A-287B, 295A-295B, 345A-345B

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MGSE9-12.F.IF.7d Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	SE/TE: CB 506, 515-521 TE: 523A-523B
MGSE9-12.F.IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior	SE/TE: 434-439, 442-447, 451-456, 851-855, 861-864, 868-871, 875-880, 883-887 TE: 441A-441B, 450A-450B, 458A-458B, 858A-858B, 867A-867B, 874A-874B, 882A-882B, 890A-890B
MGSE9-12.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: 226-229, 233-237, 288-293, 312-315, 339-342 TE: 231A-231B, 239A-239B, 295A-295B, 317A-317B, 345A-345B
MGSE9-12.F.IF.8b Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{(12t)}$, $y = (1.2)^{(t/10)}$, and classify them as representing exponential growth and decay.</i>	SE/TE: 434-439, 462-465, 469-473 TE: 441A-441B, 468A-468B, 476A-476B
MGSE9-12.F.IF.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 function and an algebraic expression for another, say which has the larger maximum.</i>	SE/TE: 81-86, 202-206, 339-342, 451-456 TE: 88A-88B, 208A-208B, 345A-345B, 458A-458B
Building Functions F.BF	
Build a function that models a relationship between two quantities	
MGSE9-12.F.BF.1 Write a function that describes a relationship between two quantities.	SE/TE: 68-71, 92-96, 288-293, 398-401, 442-447, 515-521 TE: 73A-73B, 98A-98B, 295A-295B, 404A-404B, 450A-450B, 523A-523B

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MGSE9-12.F.BF.1b Combine standard function types using arithmetic operations in contextual situations (Adding, subtracting, and multiplying functions of different types).	SE/TE: 398-401, 442-447, 515-521 TE: 404A-404B, 450A-450B, 523A-523B
MGSE9-12.F.BF.1c Compose functions. <i>For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</i>	SE/TE: 398-401 TE: 404A-404B
Build new functions from existing functions	
MGSE9-12.F.BF.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.	SE/TE: 99-103, 107-111, 194-198, 339-342, 507-512 TE: 106A-106B, 113A-113B, 201A-201B, 345A-345B, 514A-514B
MGSE9-12.F.BF.4 Find inverse functions.	SE/TE: 405-409, 451-456 TE: 412A-412B, 458A-458B
MGSE9-12.F.BF.4a 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, $f(x) = 2(x^3)$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	SE/TE: 405-409, 451-456 TE: 412A-412B, 458A-458B
MGSE9-12.F.BF.4b Verify by composition that one function is the inverse of another.	SE/TE: 405-409, 451-456 TE: 412A-412B, 458A-458B
MGSE9-12.F.BF.4c Read values of an inverse function from a graph or a table, given that the function has an inverse.	SE/TE: 405-409 TE: 412A-412B

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MGSE9-12.F.BF.5 Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	SE/TE: 451-456 TE: 458A-458B
Linear, Quadratic, and Exponential Models F.LE	
Construct and compare linear, quadratic, and exponential models and solve problems	
MGSE9-12.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.	SE/TE: 469-473, 478-480 TE: 476A-476B, 483A-483B
Interpreting Categorical and Quantitative Data S.ID	
Summarize, represent, and interpret data on a single count or measurement variable	
MGSE9-12.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.	SE/TE: 719-722 TE: 724A-724B
MGSE9-12.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: 719-722, 739-743 TE: 724A-724B, 745A-745B
Making Inferences and Justifying Conclusions S.IC	
Understand and evaluate random processes underlying statistical experiments	
MGSE9-12.S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	SE/TE: 725-728 TE: 730A-730B

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MGSE9-12.S.IC.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>	SE/TE: CB 694-695
Make inferences and justify conclusions from sample surveys, experiments, and observational studies	
MGSE9-12.S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	SE/TE: 725-728 TE: 730A-730B
MGSE9-12.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: 725-728, CB 746-747 TE: 730A-730B
MGSE9-12.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: CB 748-749
MGSE9-12.S.IC.6 Evaluate reports based on data. <i>For example, determining quantitative or categorical data; collection methods; biases or flaws in data.</i>	SE/TE: 719-722, 725-728 TE: 724A-724B, 730A-730B

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