

Although the organization of the CCLS places one standard from the G-GPE domain into the Geometry Conceptual Category, the content within this domain will be assessed as part the Algera C ncept al Category for the Regents Examination in Algebra II (Common core).

The conceptual category of M deling is also included in Algebra II, and is best interpreted not as a collection of isolated topics, but rather in relation to other standards:

M deling	Specific symbol()	domains, dusters, and standards, indicated by a star

For more information about modeling at the high school level, please consult the High School Progression on Modeling.

Not all of the content in a given grade is emphasized equally in the standards. The list of content standards for each gradeli, Norten standards for each gradeling and the standards of the standards of the standards for each gradeling and the standards for each gradeli

graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (hared with A1)

PARCC

ilding F ncti ns (F-F)

A. ild a notin that m dels a relatinship etween tw antities.

- F- F.A.1 Write a function that describes a relationship between two quantities.
 - a. Determine an explicit expression, a recursive process, or steps for calculation from a context. (hared with AI)

. 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.

F- F.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Linear, adratic, and Exp nential M dels (F-LE) Linear, all 64.8 Tm 02] TJET EMCT 08

A. C nstr ct and c mpare linear, adratic, and exp nential m dels and s lve pr lems.

F-LE A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). (hared with A1)

PARCC:

F-LEA.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.

• . Interpret expressins r nctins in terms the sit at in they m del.

F-LE . Interpret the parameters in a linear or exponential function in terms of a context. (hared with A1)

PARCC:

Making In erences and J sti ying C nd si ns (-IC)

A. Understand and eval ate rand m pr cesses inderlying statistical experiments.

-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

-IC.A.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 53.e.3 nBT1e[)]TJETQq30.6