Tennessee Tutorials are designed specifically for the Tennessee Academic Standards to prepare students for the Tennessee Comprehensive Assessment Program (TCAP) and the TNReady assessments.

Math Tutorials offer targeted instruction, practice and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing the ability to apply their knowledge in abstract and real world scenarios, students build the depth of knowledge and higher order skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible to students through focused content, modeled logic and process, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students focus on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: One-Variable Equations

- **ONE-STEP EQUATIONS AND INEQUALITIES**
  - M1.A.REI.B.2a: Solve linear and absolute value equations and inequalities in one variable. Solve linear equations and inequalities, including compound inequalities, in one variable. Represent solutions algebraically and graphically.
  - M1.A.CED.A.1: Create equations and inequalities in one variable and use them to solve problems.
  - M1.A.REI.A.1: Understand solving equations as a process of reasoning and explain the reasoning. Construct a viable argument to justify a solution method.
  - M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.
- **MULTI-STEP EQUATIONS AND INEQUALITIES**
  - M1.A.REI.B.2a: Solve linear and absolute value equations and inequalities in one variable. Solve linear equations and inequalities, including compound inequalities, in one variable. Represent solutions algebraically and graphically.
  - M1.A.CED.A.1: Create equations and inequalities in one variable and use them to solve problems.

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- M1.A.REI.A.1: Understand solving equations as a process of reasoning and explain the reasoning. Construct a viable argument to justify a solution method.
- M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.

Unit 2: Expressions, Equations, and Inequalities

- **LITERAL EQUATIONS**
  - M1.A.CED.A.4: Rearrange formulas to isolate a quantity of interest using algebraic reasoning.

Unit 3: Precision and Accuracy

- **MONITORING PRECISION AND ACCURACY**
  - M1.N.Q.A.1c: Use units as a way to understand real-world problems. Define and justify appropriate quantities within a context for the purpose of modeling.
  - M1.N.Q.A.1b: Use units as a way to understand real-world problems. Use appropriate quantities in formulas, converting units as necessary.
  - M1.N.Q.A.1a: Use units as a way to understand real-world problems. Choose and interpret the scale and the origin in graphs and data displays.
  - M1.N.Q.A.1d: Use units as a way to understand real-world problems. Choose an appropriate level of accuracy when reporting quantities.

Unit 4: Writing Equations and Inequalities

- **FORMULATING AND SOLVING EQUATIONS FROM WORD PROBLEMS**
  - M1.N.Q.A.1c: Use units as a way to understand real-world problems. Define and justify appropriate quantities within a context for the purpose of modeling.
  - M1.A.CED.A.1: Create equations and inequalities in one variable and use them to solve problems.
  - M1.A.REI.A.1: Understand solving equations as a process of reasoning and explain the reasoning. Construct a viable argument to justify a solution method.
  - M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.
  - M1.A.REI.B.2a: Solve linear and absolute value equations and inequalities in one variable. Solve linear equations and inequalities, including compound inequalities, in one variable. Represent solutions algebraically and graphically.
- **FORMULATING AND SOLVING INEQUALITIES FROM WORD PROBLEMS**
  - M1.N.Q.A.1c: Use units as a way to understand real-world problems. Define and justify appropriate quantities within a context for the purpose of modeling.
  - M1.A.CED.A.1: Create equations and inequalities in one variable and use them to solve problems.
  - M1.A.CED.A.2: Create equations and inequalities in two variables to represent relationships between quantities and use them to solve problems in a real-world context. Graph equations with two variables on coordinate axes with labels and scales, and use the graphs to make predictions.

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- M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.
- M1.A.REI.B.2a: Solve linear and absolute value equations and inequalities in one variable. Solve linear equations and inequalities, including compound inequalities, in one variable. Represent solutions algebraically and graphically.

Unit 5: Writing and Evaluating Expressions

- **LAWS OF EXPONENTS**
  - M1.A.SSE.A.1a: Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients.
  - M1.A.SSE.A.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.
- **FORMULATING AND SIMPLIFYING ALGEBRAIC EXPRESSIONS**
  - M1.A.SSE.A.1a: Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients.
  - M1.A.SSE.A.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.

Unit 6: Functions

- **FUNCTIONS AND RELATIONS**
  - M1.F.IF.A.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If is a function and is an element of its domain, then () denotes the output of corresponding to the input . The graph of is the graph of the equation = ().
  - M1.F.IF.A.2b: Use function notation. Interpret statements that use function notation in terms of a context.
- **DOMAIN AND RANGE**
  - M1.F.IF.B.5: Relate the domain of a function to its graph and, where applicable, to the context of the function it models.
  - M1.F.IF.A.2b: Use function notation. Interpret statements that use function notation in terms of a context.
  - M1.F.IF.A.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If is a function and is an element of its domain, then () denotes the output of corresponding to the input . The graph of is the graph of the equation = ().
- **EVALUATING FUNCTIONS**
  - M1.F.IF.A.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If is a function and is

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an element of its domain, then () denotes the output of corresponding to the input . The graph of is the graph of the equation = ().

- M1.F.IF.A.2a: Use function notation. Use function notation to evaluate functions for inputs in their domains, including functions of two variables.

Unit 7: Analyzing and Manipulating Linear Equations and Inequalities

- **GRAPHING AND ANALYZING LINEAR FUNCTIONS**
  - M1.F.IF.A.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If is a function and is an element of its domain, then () denotes the output of corresponding to the input . The graph of is the graph of the equation = ().
  - M1.F.IF.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.
  - M1.F.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a table, a description of a relationship, or input-output pairs.
  - M1.A.REI.D.4: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
  - M1.F.IF.B.5: Relate the domain of a function to its graph and, where applicable, to the context of the function it models.
  - M1.F.IF.C.6a: Compare properties of functions represented algebraically, graphically, numerically in tables, or by verbal descriptions. Compare properties of two different functions. Functions may be of different types and/or represented in different ways.
  - M1.F.IF.C.6b: Compare properties of functions represented algebraically, graphically, numerically in tables, or by verbal descriptions. Compare properties of the same function on two different intervals or represented in two different ways.
  - M1.A.CED.A.2: Create equations and inequalities in two variables to represent relationships between quantities and use them to solve problems in a real-world context. Graph equations with two variables on coordinate axes with labels and scales, and use the graphs to make predictions.
  - M1.F.LE.B.3: Interpret the parameters in a linear or exponential function in terms of a context.
  - M1.F.IF.A.2b: Use function notation. Interpret statements that use function notation in terms of a context.
- **GRAPHING AND MANIPULATING Y = MX + B**
  - M1.F.IF.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.
  - M1.A.CED.A.2: Create equations and inequalities in two variables to represent relationships between quantities and use them to solve problems in a real-world context. Graph equations with two

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variables on coordinate axes with labels and scales, and use the graphs to make predictions.

- M1.F.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a table, a description of a relationship, or input-output pairs.
- M1.F.LE.B.3: Interpret the parameters in a linear or exponential function in terms of a context.

Unit 8: Graphing Linear Equations and Inequalities

- **GRAPHS OF LINEAR INEQUALITIES**
  - M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.
  - M1.A.CED.A.2: Create equations and inequalities in two variables to represent relationships between quantities and use them to solve problems in a real-world context. Graph equations with two variables on coordinate axes with labels and scales, and use the graphs to make predictions.

Unit 9: The Slope of Linear Equations

- **SLOPE**
  - M1.F.LE.B.3: Interpret the parameters in a linear or exponential function in terms of a context.
  - M1.G.GPE.A.2: Use the slope criteria for parallel and perpendicular lines to solve problems and to justify relationships in geometric figures.

Unit 10: Linear Equations

- **SLOPE-INTERCEPT FORM OF A LINEAR EQUATION**
  - M1.F.LE.B.3: Interpret the parameters in a linear or exponential function in terms of a context.

Unit 11: Points, Lines, and Angles 1

- **POINTS, RAYS, LINE SEGMENTS, LINES, AND FIGURES**
  - M1.G.CO.B.3: Use definitions and theorems about lines and angles to solve problems and to justify relationships in geometric figures.
- **PARALLEL AND PERPENDICULAR LINES**
  - M1.G.CO.B.3: Use definitions and theorems about lines and angles to solve problems and to justify relationships in geometric figures.
  - M1.G.GPE.A.1: Use coordinates to solve problems and justify geometric relationships algebraically.
  - M1.G.GPE.A.2: Use the slope criteria for parallel and perpendicular lines to solve problems and to justify relationships in geometric figures.

Unit 12: Points, Lines, and Angles 2

- **PARALLEL LINES AND ANGLE RELATIONSHIPS**
  - M1.G.CO.B.3: Use definitions and theorems about lines and angles to solve problems and to justify relationships in geometric figures.
- **PERPENDICULAR BISECTOR AND ANGLE BISECTOR THEOREMS**

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- M1.G.CO.B.3: Use definitions and theorems about lines and angles to solve problems and to justify relationships in geometric figures.

Unit 13: Coordinate Geometry

- **LENGTH AND THE DISTANCE FORMULA**
  - M1.G.GPE.A.1: Use coordinates to solve problems and justify geometric relationships algebraically.
  - M1.G.GPE.A.3: Understand the relationship between the Pythagorean Theorem and the distance formula and use an efficient method to solve problems on the coordinate plane.
- **MIDPOINT FORMULA ON THE COORDINATE PLANE**
  - M1.G.GPE.A.1: Use coordinates to solve problems and justify geometric relationships algebraically.
- **CONJECTURES IN COORDINATE GEOMETRY**
  - M1.G.GPE.A.1: Use coordinates to solve problems and justify geometric relationships algebraically.
  - M1.G.GPE.A.2: Use the slope criteria for parallel and perpendicular lines to solve problems and to justify relationships in geometric figures.
  - M1.G.GPE.A.3: Understand the relationship between the Pythagorean Theorem and the distance formula and use an efficient method to solve problems on the coordinate plane.

Unit 14: Perimeter and Area on the Coordinate Plane

- **PERIMETER ON THE COORDINATE PLANE**
  - M1.N.Q.A.1b: Use units as a way to understand real-world problems. Use appropriate quantities in formulas, converting units as necessary.
  - M1.G.GPE.A.1: Use coordinates to solve problems and justify geometric relationships algebraically.
  - M1.G.GPE.A.2: Use the slope criteria for parallel and perpendicular lines to solve problems and to justify relationships in geometric figures.
  - M1.G.GPE.A.3: Understand the relationship between the Pythagorean Theorem and the distance formula and use an efficient method to solve problems on the coordinate plane.
- **AREA ON THE COORDINATE PLANE**
  - M1.N.Q.A.1b: Use units as a way to understand real-world problems. Use appropriate quantities in formulas, converting units as necessary.
  - M1.G.GPE.A.1: Use coordinates to solve problems and justify geometric relationships algebraically.
  - M1.G.GPE.A.2: Use the slope criteria for parallel and perpendicular lines to solve problems and to justify relationships in geometric figures.
  - M1.G.GPE.A.3: Understand the relationship between the Pythagorean Theorem and the distance formula and use an efficient method to solve problems on the coordinate plane.

Unit 15: Transformations and Congruence 1

- **DILATIONS, TRANSLATIONS, ROTATIONS, AND REFLECTIONS**

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- M1.G.CO.A.1: Describe transformations as functions that take points in the plane (pre-image) as inputs and give other points (image) as outputs. Compare transformations that preserve distance and angle measure to those that do not, by hand for basic transformations and using technology for more complex cases.

- **TRANSFORMATIONS ON THE COORDINATE PLANE**
  - M1.G.CO.A.1: Describe transformations as functions that take points in the plane (pre-image) as inputs and give other points (image) as outputs. Compare transformations that preserve distance and angle measure to those that do not, by hand for basic transformations and using technology for more complex cases.

Unit 16: Transformations and Congruence 2

- **TRIANGLES AND CONGRUENCE TRANSFORMATIONS**
  - M1.G.CO.A.1: Describe transformations as functions that take points in the plane (pre-image) as inputs and give other points (image) as outputs. Compare transformations that preserve distance and angle measure to those that do not, by hand for basic transformations and using technology for more complex cases.
- **CONGRUENCE OF OTHER POLYGONS**
  - M1.G.CO.A.2: Given a rectangle, parallelogram, trapezoid, or regular polygon, determine the transformations that carry the shape onto itself and describe them in terms of the symmetry of the figure.

Unit 17: Triangles

- **TRIANGLE ANGLE THEOREMS**
  - M1.G.CO.B.4: Use definitions and theorems about triangles to solve problems and to justify relationships in geometric figures.
- **TRIANGLE BISECTORS**
  - M1.G.CO.B.4: Use definitions and theorems about triangles to solve problems and to justify relationships in geometric figures.
  - M1.G.CO.C.6: Use geometric constructions to solve geometric problems in context, by hand and using technology.
  - M1.G.CO.C.5: Perform formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).
- **MEDIANS AND ALTITUDES OF TRIANGLES**
  - M1.G.CO.B.4: Use definitions and theorems about triangles to solve problems and to justify relationships in geometric figures.

Unit 18: Constructions

- **CONSTRUCTIONS**

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- M1.G.CO.C.6: Use geometric constructions to solve geometric problems in context, by hand and using technology.
- M1.G.CO.C.5: Perform formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).

Unit 19: Linear Systems

- **SOLVING SYSTEMS OF LINEAR EQUATIONS: GUESS AND CHECK**
  - M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.
  - M1.A.REI.D.5: Explain why the -coordinates of the points where the graphs of the equations = () and = () intersect are the solutions of the equation () = (). Find approximate solutions by graphing the functions or making a table of values, using technology when appropriate.
  - M1.N.Q.A.1c: Use units as a way to understand real-world problems. Define and justify appropriate quantities within a context for the purpose of modeling.
  - M1.A.REI.C.3: Write and solve a system of linear equations in a real-world context.
- **SOLVING SYSTEMS OF LINEAR EQUATIONS: GRAPHING**
  - M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.
  - M1.A.REI.D.5: Explain why the -coordinates of the points where the graphs of the equations = () and = () intersect are the solutions of the equation () = (). Find approximate solutions by graphing the functions or making a table of values, using technology when appropriate.
  - M1.A.REI.C.3: Write and solve a system of linear equations in a real-world context.
  - M1.N.Q.A.1c: Use units as a way to understand real-world problems. Define and justify appropriate quantities within a context for the purpose of modeling.

Unit 20: Solving Linear Systems Algebraically 1

- **SOLVING SYSTEMS OF LINEAR EQUATIONS: SUBSTITUTION**
  - M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.
  - M1.A.REI.C.3: Write and solve a system of linear equations in a real-world context.
  - M1.N.Q.A.1c: Use units as a way to understand real-world problems. Define and justify appropriate quantities within a context for the purpose of modeling.
- **SOLVING SYSTEMS OF LINEAR EQUATIONS: ELIMINATION**
  - M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.
  - M1.A.REI.C.3: Write and solve a system of linear equations in a real-world context.

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- M1.N.Q.A.1c: Use units as a way to understand real-world problems. Define and justify appropriate quantities within a context for the purpose of modeling.

Unit 21: Solving Linear Systems Algebraically 2

- **SOLVING SYSTEMS OF LINEAR INEQUALITIES**
  - M1.A.REI.D.6: Graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Unit 22: Working with Functions 1

- **LINEAR VERSUS NONLINEAR**
  - M1.F.LE.A.1a: Distinguish between situations that can be modeled with linear functions and with exponential functions. Know that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
  - M1.F.LE.A.1c: Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which a quantity grows or decays by a constant factor per unit interval relative to another.
  - M1.F.IF.C.6b: Compare properties of functions represented algebraically, graphically, numerically in tables, or by verbal descriptions. Compare properties of the same function on two different intervals or represented in two different ways.
  - M1.F.LE.A.1b: Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
  - M1.F.IF.C.6a: Compare properties of functions represented algebraically, graphically, numerically in tables, or by verbal descriptions. Compare properties of two different functions. Functions may be of different types and/or represented in different ways.

Unit 23: Working with Functions 2

- **ABSOLUTE VALUE FUNCTIONS**
  - M1.A.REI.A.1: Understand solving equations as a process of reasoning and explain the reasoning. Construct a viable argument to justify a solution method.
  - M1.A.REI.B.2b: Solve linear and absolute value equations and inequalities in one variable. Solve absolute value equations and inequalities in one variable. Represent solutions algebraically and graphically.

Unit 24: Exponential Functions, Equations, and Inequalities 1

- **EXPONENTIAL FUNCTIONS**
  - M1.F.IF.C.6a: Compare properties of functions represented algebraically, graphically, numerically in tables, or by verbal descriptions. Compare properties of two different functions. Functions may be of different types and/or represented in different ways.
  - M1.F.IF.C.6b: Compare properties of functions represented algebraically, graphically, numerically in tables, or by verbal descriptions. Compare properties of the same function on two different intervals

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or represented in two different ways.

- M1.F.IF.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.
- M1.F.LE.A.1c: Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which a quantity grows or decays by a constant factor per unit interval relative to another.
- M1.F.LE.A.1a: Distinguish between situations that can be modeled with linear functions and with exponential functions. Know that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
- M1.F.IF.B.5: Relate the domain of a function to its graph and, where applicable, to the context of the function it models.
- M1.F.LE.B.3: Interpret the parameters in a linear or exponential function in terms of a context.
- M1.F.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a table, a description of a relationship, or input-output pairs.
- M1.A.REI.D.4: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Unit 25: Exponential Functions, Equations, and Inequalities 2

- **EXPONENTIAL GROWTH AND DECAY**
  - M1.F.IF.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.
  - M1.F.LE.B.3: Interpret the parameters in a linear or exponential function in terms of a context.
  - M1.F.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a table, a description of a relationship, or input-output pairs.
  - M1.F.IF.A.2b: Use function notation. Interpret statements that use function notation in terms of a context.
  - M1.F.LE.A.1c: Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which a quantity grows or decays by a constant factor per unit interval relative to another.
  - M1.F.IF.C.6a: Compare properties of functions represented algebraically, graphically, numerically in tables, or by verbal descriptions. Compare properties of two different functions. Functions may be of different types and/or represented in different ways.
  - M1.N.Q.A.1c: Use units as a way to understand real-world problems. Define and justify appropriate quantities within a context for the purpose of modeling.
  - M1.N.Q.A.1b: Use units as a way to understand real-world problems. Use appropriate quantities in formulas, converting units as necessary.

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- M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.
- M1.F.LE.A.1a: Distinguish between situations that can be modeled with linear functions and with exponential functions. Know that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.

Unit 26: Exponential Functions, Equations, and Inequalities 3

- **SOLVING EXPONENTIAL INEQUALITIES**
  - M1.A.CED.A.3: Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.
  - M1.N.Q.A.1c: Use units as a way to understand real-world problems. Define and justify appropriate quantities within a context for the purpose of modeling.

Unit 27: Sequences

- **SEQUENCES**
  - M1.F.BF.A.1a: Build a function that describes a relationship between two quantities. Determine steps for calculation, a recursive process, or an explicit expression from a context.
  - M1.F.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a table, a description of a relationship, or input-output pairs.
  - M1.F.BF.A.2: Define sequences as functions, including recursive definitions, whose domain is a subset of the integers. Write explicit and recursive formulas for arithmetic and geometric sequences in context and connect them to linear and exponential functions.
- **ARITHMETIC AND GEOMETRIC SEQUENCES**
  - M1.F.BF.A.1a: Build a function that describes a relationship between two quantities. Determine steps for calculation, a recursive process, or an explicit expression from a context.
  - M1.F.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a table, a description of a relationship, or input-output pairs.
  - M1.F.BF.A.2: Define sequences as functions, including recursive definitions, whose domain is a subset of the integers. Write explicit and recursive formulas for arithmetic and geometric sequences in context and connect them to linear and exponential functions.

Unit 28: Statistics 1

- **SCATTERPLOTS**
  - M1.S.ID.A.1: Represent data from two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
  - M1.S.ID.B.4: Explain the differences between correlation and causation. Recognize situations where an additional factor may be affecting correlated data.

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- M1.A.CED.A.2: Create equations and inequalities in two variables to represent relationships between quantities and use them to solve problems in a real-world context. Graph equations with two variables on coordinate axes with labels and scales, and use the graphs to make predictions.
- M1.S.ID.B.3: Use technology to compute the correlation coefficient of a linear model; interpret the correlation coefficient in the context of the data.

Unit 29: Statistics 2

- **SCATTERPLOTS AND MODELING**
- M1.S.ID.A.1: Represent data from two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
- M1.S.ID.B.3: Use technology to compute the correlation coefficient of a linear model; interpret the correlation coefficient in the context of the data.
- M1.S.ID.B.2: Interpret the rate of change and the constant term of a linear model in the context of the data.

Unit 30: Test-Taking Strategies

- **STUDY HABITS**
- **BEING PREPARED AND GETTING STARTED**
- **WORDING IN TEST QUESTIONS**
- **WORDING IN ANSWER CHOICES**
- **QUESTIONS WITH PASSAGES AND VISUAL DATA**
- **ESSAY AND SHORT ANSWER QUESTIONS**
- **WORD PROBLEMS**

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