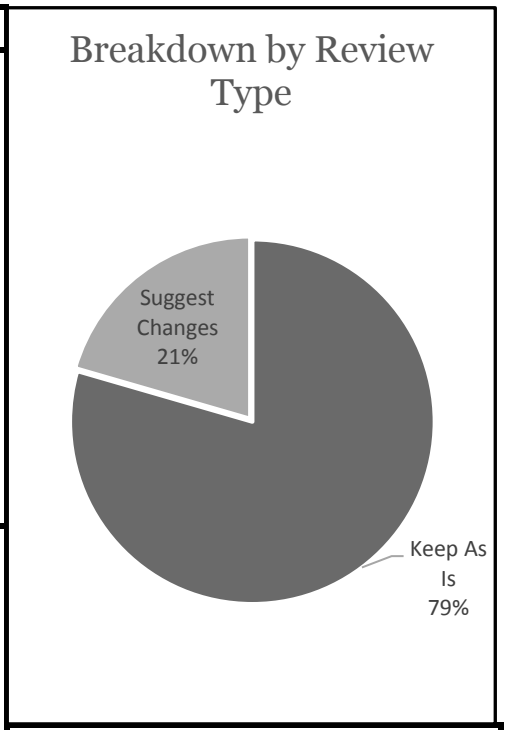
Algebra I **Math Standards Summary**

Total Reviews	1389		
Keep As Is	1104	Educator	747
		Elected Official	0
		Institution or Higher Education Faculty	0
		K-12 Administrator	107
		Member of Organization	1
		Other	153
		Parent/Guardian	96
		Student	0
Suggest Changes	285	Educator	257
		Elected Official	0
		Institution or Higher Education Faculty	2
		K-12 Administrator	15
		Member of Organization	0
		Other	0
		Parent/Guardian	11
		Student	0



Change Suggestions	
Removed	27
Rewritten	90
Broken Up	25
Moved to a Different Level	143

Standard	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
Math.Content.HSA-APR.A.1	27	96%	1	4%	0	1	0	0
Math.Content.HSA-APR.B.3	23	79%	6	21%	2	3	1	0
Math.Content.HSA-CED.A.1	25	96%	1	4%	1	0	0	0
Math.Content.HSA-CED.A.2	25	96%	1	4%	0	1	0	0
Math.Content.HSA-CED.A.3	23	96%	1	4%	0	1	0	0
Math.Content.HSA-CED.A.4	25	96%	1	4%	0	1	0	0
Math.Content.HSA-REI.A.1	25	93%	2	7%	0	1	1	0
Math.Content.HSA-REI.B.3	25	93%	2	7%	0	2	0	0
Math.Content.HSA-REI.B.4a	14	50%	14	50%	12	1	1	0
Math.Content.HSA-REI.B.4b	13	36%	23	64%	4	12	7	0
Math.Content.HSA-REI.C.5	24	92%	2	8%	0	1	1	0
Math.Content.HSA-REI.C.6	24	96%	1	4%	0	1	0	0
Math.Content.HSA-REI.D.10	24	92%	2	8%	0	1	1	0
Math.Content.HSA-REI.D.11	13	34%	25	66%	1	15	9	0
Math.Content.HSA-REI.D.12	25	96%	1	4%	0	1	0	0
Math.Content.HSA-SSE.A.1a	26	100%	0	0%	0	0	0	0
Math.Content.HSA-SSE.A.1b	24	96%	1	4%	0	1	0	0
Math.Content.HSA-SSE.A.2	24	89%	3	11%	0	3	0	0
Math.Content.HSA-SSE.B.3a	26	90%	3	10%	3	0	0	0
Math.Content.HSA-SSE.B.3b	17	61%	11	39%	11	0	0	0
Math.Content.HSA-SSE.B.3c	24	86%	4	14%	1	2	0	1
Math.Content.HSF-BF.A.1a	21	91%	2	9%	0	1	0	1

Math.Content.HSF-BF.B.3	21	88%	3	13%	1	2	0	0
Math.Content.HSF-IF.A.1	22	96%	1	4%	0	1	0	0
Math.Content.HSF-IF.A.2	23	96%	1	4%	1	0	0	0
Math.Content.HSF-IF.A.3	20	80%	5	20%	2	0	0	3
Math.Content.HSF-IF.B.4	22	92%	2	8%	1	1	0	0
Math.Content.HSF-IF.B.5	22	96%	1	4%	1	0	0	0
Math.Content.HSF-IF.B.6	23	100%	0	0%	0	0	0	0
Math.Content.HSF-IF.C.7a	22	96%	1	4%	0	1	0	0
Math.Content.HSF-IF.C.7b	13	54%	11	46%	10	1	0	0
Math.Content.HSF-IF.C.8a	12	40%	18	60%	8	9	1	0
Math.Content.HSF-IF.C.9	22	100%	0	0%	0	0	0	0
Math.Content.HSF-LE.A.1a	17	89%	2	11%	2	0	0	0
Math.Content.HSF-LE.A.1b	17	100%	0	0%	0	0	0	0
Math.Content.HSF-LE.A.1c	16	94%	1	6%	0	0	0	1
Math.Content.HSF-LE.A.2	23	88%	3	12%	1	2	0	0
Math.Content.HSF-LE.A.3	23	92%	2	8%	2	0	0	0
Math.Content.HSF-LE.B.5	23	85%	4	15%	1	2	1	0
Math.Content.HSN-Q.A.1	28	82%	6	18%	1	3	1	1
Math.Content.HSN-Q.A.2	12	41%	17	59%	2	13	0	2
Math.Content.HSN-Q.A.3	21	70%	9	30%	2	2	1	4
Math.Content.HSN-RN.B.3	24	67%	12	33%	10	0	0	2
Math.Content.HSS-ID.A.1	13	48%	14	52%	11	1	0	2
Math.Content.HSS-ID.A.2	16	59%	11	41%	9	0	0	2

Math.Content.HSS-ID.A.3	13	48%	14	52%	12	0	0	2
Math.Content.HSS-ID.B.5	13	46%	15	54%	12	0	0	3
Math.Content.HSS-ID.B.6a	24	96%	1	4%	1	0	0	0
Math.Content.HSS-ID.B.6b	18	72%	7	28%	6	1	0	0
Math.Content.HSS-ID.B.6c	23	92%	2	8%	1	1	0	0
Math.Content.HSS-ID.C.7	26	100%	0	0%	0	0	0	0
Math.Content.HSS-ID.C.8	20	80%	5	20%	3	1	0	1
Math.Content.HSS-ID.C.9	15	60%	10	40%	8	0	0	2

Math.Content.HSA-APR.A.1
Good standard, high priority prerequisite skill for college math classes.
I LOVE this requirement. It allows them to see the relationship in the number system. They can connect the way they learned the base 10 system.
It is very helpful that each operation is listed. Teachers often have questions as to what depth is required of a standard. By listing the operations in this standard, a teacher can be certain that division is not included.
Division of polynomials is missing.
Math.Content.HSA-APR.B.3
Good standard, high priority prerequisite skill for college math classes.
Probably the best and most understandable standard written.
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. This should stop with quadratics in algebra 1. They shouldn't be factoring 4th degree polynomials.
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. The standard should be rewritten to clarify what degree polynomial the standard is addressing. Many Algebra I teachers are uncertain as to what depth is expected in Algebra I.
Please explain how you would break up the standard: 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.
Math.Content.HSA-CED.A.1
Good concept, high priority prerequisite skill for college math classes.
Math.Content.HSA-CED.A.2
Good concept, prerequisite skill for college math classes.
Create equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Math.Content.HSA-CED.A.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. Present possible solutions for equations or inequalities within systems of equations and inequalities that give both true and false results.
Math.Content.HSA-CED.A.4
Great concept, priority prerequisite skill for college math classes.
prepares them for the next math

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. This standard does not make sense, are we asking the student to rewrite an equation? Is the student being asked to find principal, rate or interest? If so say so.
Math.Content.HSA-REI.A.1
Good standard, high priority skill for Algebra I.
Prepares the students for proofs in geometry.
The problem with this standard is the grading of it. Viable leads to many options and even truly creative thinking.
Please explain how you would break up the standard: "Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method." Instead of grouping all properties together calling them 'equality', let us call them what they are: Inverse and identity for addition and multiplication. Let's teach the students the correct terminology and vocabulary that they can apply in different ways in all of their different math classes.
Math.Content.HSA-REI.B.3
Good standard, high priority skill in Algebra I.
This standard should be a main focus of Algebra 1. All students should be able to do this if passing Algebra 1.
Inequalities with absolute values are missing.
Solve linear equations and inequalities in one variable.
Math.Content.HSA-REI.B.4a
Good standard, but will overwhelm many students at the Algebra I level, while this is always a concept I cover in my class, I don't usually make is a might priority for student mastery. If they can solve quadratic equations by factoring and quadratic formula at the Algebra I level, I am thrilled!
use a letter for the variable, instead of the square.
please address quadratic equations with leading coefficients not = to 1 --- with respect to completing the square only...especially fractional leading coefficients. ex solve by completing the square: 2/3x^2 + 7x + 5 = 0This is typically reserved for Alg II, is it indeed to be included in Algebra I now?
Math.Content.HSA-REI.B.4b
Good standard, high priority concept in Algebra I, prerequisite for college math classes.

" Recognize when the quadratic formula gives complex solutions and write them as ± for real numbers and ."

a *bi* *a* *b*

this is an Algebra II standard (complex numbers)

Please explain how you would break up the standard:

Algebra I (Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions) Algebra II (write them as ± for real numbers and .) *x*

Please explain how you would break up the standard:

Algebra I standard: Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions. *x*

This should be an algebra II standard: Write complex solutions as ± for real numbers and .

Please explain how you would break up the standard:

Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. - Algebra 1 *x*

Recognize when the quadratic formula gives complex solutions and write them as ± for real numbers and . - Algebra 2

Please explain how you would break up the standard:

Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions. *x*

this part belongs in algebra 2.***write them as ± for real numbers and .

Please explain how you would break up the standard: Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions. **Belongs in Algebra II** write them as ± for real numbers and .
Please explain how you would break up the standard: Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. This is an Algebra I standard. Recognize when the quadratic formula gives complex solutions. This is an Algebra I standard; however... write them as ± for real numbers and is an Algebra II standard.
Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.
Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as ± for real numbers and . (use actual letters as you variable, instead of the squares)
Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as ± for real numbers and . *** Completing the square should not be part of Algebra 1.

Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions. *x* This belongs in Algebra II: write them as ± for real numbers and .
Solve quadratic equations by inspection (e.g., for ² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions. *x* The writing as a+bi belongs in Algebra 2
Math.Content.HSA-REI.C.5
Systems of Equations should definitely be addressed in Algebra 1.
Please explain how you would break up the standard: Should specifically address the methods of solving system of equations: substitution, elimination, matrices (with graphing calculator)
Math.Content.HSA-REI.C.6
Good standard, high priority concept for Algebra I.
This is the various ways of solving systems of equations. The students should be able to graph and solve algebraically.
"Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables." Please define and expand on what is meant by exactly. It is obvious that approximately is by inspection(graphing).What is the method that will be tested where the standard calls for an "exact" calculation in the system. Is this by substituion? By elimination? Other methods? Please let me know!!!
Math.Content.HSA-REI.D.10
Students should be able to understand that the points that form the curve are solutions to the equation.
Please explain how you would break up the standard: one standard should address linear equations in two variables (and reference the shape of the graph) another standard should address quadratic equations in two variables (and reference the shape of the graph))
Math.Content.HSA-REI.D.11
"logarithmic functions" should be removed, logarithmic functions are studied in Algebra II

Algebra I (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, and exponential.

Algebra II (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, absolute value, exponential, rational and logarithmic functions.

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, absolute value, and exponential functions.

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, and exponential.

The full objective should be in Algebra 2:

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.

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.

***This should only include basic polynomial functions - not rational, exponential, or logarithmic functions.

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.

Explain why the -coordinates of the points where the graphs of the equations = ( ) and = ( ) intersect are the solutions of the equation ( ) = ( ); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. x $y = f(x)$ $y = g(x)$ $f(x)$ $g(x)$ Limit to linear and quadratic functions in Algebra I.
Not logarithmic functions
Not sure what is meant by this standard. The boxes need to be replaced with letters as variables. Became lost as I tried to read through the standards.
Please explain how you would break up the standard: Algebra I: Explain why the -coordinates of the points where the graphs of the equations = ( ) and = ( ) intersect are the solutions of the equation ( ) = ( ); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where ( ) and/or ( ) are linear, polynomial, and exponential. x $y = f(x)$ $y = g(x)$ $f(x)$ $g(x)$ $f(x)$ $g(x)$ This should be in Algebra II: Explain why the -coordinates of the points where the graphs of the equations = ( ) and = ( ) intersect are the solutions of the equation ( ) = ( ); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where ( ) and/or ( ) are linear, polynomial, rational, absolute value, logarithmic, and exponential. x $y = f(x)$ $y = g(x)$
Please explain how you would break up the standard: Explain why the -coordinates of the points where the graphs of the equations = ( ) and = ( ) intersect are the solutions of the equation ( ) = ( ); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where ( ) and/or ( ) are linear, polynomial, and exponential functions. x $y = f(x)$ $y = g(x)$ $f(x)$ $g(x)$ $f(x)$ $g(x)$ Explain why the -coordinates of the points where the graphs of the equations = ( ) and = ( ) intersect are the solutions of the equation ( ) = ( ); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where ( ) and/or ( ) are linear, polynomial, rational, absolute value, logarithmic, and exponential functions. x $y = f(x)$ $y = g(x)$ $f(x)$

Please explain how you would break up the standard:

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, and exponential.

Please explain how you would break up the standard:

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, and exponential.

Please explain how you would break up the standard:

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.

$f(x)$ $g(x)$

The rest of the standard should really be dealt with in Algebra 2.

Please explain how you would break up the standard:

This should be an Algebra 1

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, and exponential.

$f(x)$ $g(x)$

Should be an Algebra 2 Standard

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, logarithmic and exponential.

Math.Content.HSA-REI.D.12

Inequalities with absolute values are missing.

Math.Content.HSA-SSE.A.1a

Great standard, priority algebra prerequisite concept for basic college math classes.
Math.Content.HSA-SSE.A.1b
Interpret complicated expressions by viewing one or more of their parts as a single entity. Too vague
Math.Content.HSA-SSE.A.2
Good standard, needs to focus on rewriting expressions for the purpose of reaching simplest form of an expression or solving an equation, not just rewriting into another form for the sake of exploring ways to rewrite it. College math classes assess ability to simplify completely or solve, they demand end result.
Misses sum and difference of cubes.
Use the structure of a numerical expression or a polynomial expression in one variable to identify ways to rewrite it. ---------- [Rationale: Most of my Algebra 1 and Algebra 2 feedback is around the idea that currently in Louisiana many standards (about 18) are listed in both courses with little clarification for the teacher as to what the difference is. Currently Louisiana defines the difference according to the 2012 version of the PARCC MCF. My feedback is also in line with that document. For this specific standard... This standard is currently listed in both Algebra 1 and Algebra 2; however, the types of expressions that are used are not the same. Adding this clarifying language to only the Algebra 1 standard will make it clear to teachers the boundaries. Even the example that normally appears with this standard is only appropriate for Algebra 2.]
Use the structure of an expression to identify ways to rewrite it. Apply Mathematical Properties such as multiplicative and additive identity and inverse to determine patterns and identify operations in expressions.
Math.Content.HSA-SSE.B.3a
Algebra I students should be able to find zeros of functions. (Quadratic and linear)
Great standard, high priority concept assessed in college math classes.
Math.Content.HSA-SSE.B.3b
Good standard, prerequisite for college math classes, although I personally teach my students that the most efficient methods of solving quatratic equations are factoring and quadratic formula. Completing the square is more time consuming and is a more difficult process for students to grasp, especially at the algebra I level.
Math.Content.HSA-SSE.B.3c
Good concept, high priority skill assessed in college math classes.

This needs to be rewritten completely!

The standards under MC.HSA-SSE.B are so generic that they become meaningless. They don't come close to defining the specific important equivalent forms of high school mathematics. Some of the absent specific include:
sum of terms with a common factor as a multiple of a sum of terms with no common factor, e.g., xy2 + x2y as xy (y + x)
product of a sum of terms as a sum of products, e.g., (x + 5)(3 - x + c) as -x2 + cx - 2x + 5c + 15
basic factoring techniques to second- and simple third-degree polynomials including finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

Use the properties of exponents to transform expressions for exponential functions. All exponents should be integers.

[Rationale: This standard appears in both Algebra 1 and Algebra 2. Rational exponents are not taught until Algebra 2, so it should be clarified that in Algebra 1 the exponents are limited to integers. The example that normally appears with this standard is appropriate for Algebra 2, not Algebra 1.]

Use the properties of exponents to transform expressions to a more understandable exponential function.

Math.Content.HSF-BF.A.1a

IF you want to deal with this standard at all, it should be in an Advanced Math course, not Algebra I. This is not dealt with in College Algebra Courses, so why would it be in a high school Algebra course with Freshmen students?

Determine an explicit expression, a recursive process, or steps for calculation from a context.

The first portion of the standard is clear : "Determine an explicit expression, a recursive process". I am unable to suggest a rewrite for the standard because I am uncertain as to what is being asked.
Is the intent: Determine an explicit expression, a recursive process, or a function rule from a context.

Math.Content.HSF-BF.B.3

Identify the effect on the graph of replacing ( ) by ( ) + , ( ), ( ), and (+) for specific values of (both positive and negative); find the value of given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.

f x f x k k f x f kx f x k k

(need a better example of problem to understand specifically what is being addressed).
Once again, squares used as variables added to the confusion of this standard.

This generic standard does not discriminate between applying it to quadratic functions in Algebra 1 versus general functions in more advanced courses.

Math.Content.HSF-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 f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$. This just seems overly complicated and should be simplified.
Math.Content.HSF-IF.A.2
Math.Content.HSF-IF.A.3
For what math skill is this concept a prerequisite? I don't believe in wasting time on concepts that serve no future purpose, I believe we should be daily teaching skills that are prerequisites for those freshman math courses that all college students take. I tutor college freshman each year and have never had to deal with this concept.
Not a prerequisite skill for basic college math classes and takes time away from high priority content, there's not time for "extra" standards in Algebra, it's difficult enough to cover all of our high priority material in an academic year.
This is beyond the scope of what Algebra I students should be required to do. If you want to deal with recursive functions, put it in an Advanced Math Course. This standard is not dealt with in College Algebra courses, so why would it be in high school Algebra I???
Math.Content.HSF-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. Rewrite to include the key features the standard is addressing: EX: For a function that models a relationship between two quantities, interpret key features (Domain and Range, x-intercepts and y-intercepts, intervals of increasing and decreasing) of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
Math.Content.HSF-IF.B.5
Math.Content.HSF-IF.B.6
Math.Content.HSF-IF.C.7a
Graph linear and quadratic functions and show intercepts, maxima, and minima. LINEAR -- I think quadratics should be in Algebra II -- most of our Algebra I students are not "ready" to think in terms of quadratics
Math.Content.HSF-IF.C.7b
Graph square root and piecewise-defined functions, including absolute value functions.
Math.Content.HSF-IF.C.8a

Algebra I standard: Use the process of factoring in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. Algebra II standard: Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
Keep this part for Algebra I (Use the process of factoring in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.)
Please explain how you would break up the standard: Use the process of factoring in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
Use the process of factoring in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
Use the process of factoring in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. - Should be a standard in Algebra I Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. - Should be a standard in Algebra II
Use the process of factoring in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. Alg 2 Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
Use the process of factoring in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. Completing the square should not be an Algebra I requirement.
Math.Content.HSF-IF.C.9
Math.Content.HSF-LE.A.1a
Math.Content.HSF-LE.A.1b
Math.Content.HSF-LE.A.1c
Move to a Algebra 2
Math.Content.HSF-LE.A.2
Construct linear functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

Construct linear functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). I feel that at the Algebra I level, contructing fuctions should be limited to linear functions. While students are required to graph a variety of functions from given equations, they are only asked to contruct linear functions in basic college math classes.
Math.Content.HSF-LE.A.3
Math.Content.HSF-LE.B.5
Interpret the parameters in a linear or quadratic function in terms of a context.
Please explain how you would break up the standard: Interpret the parameters in a linear, quadratic, (ALGEBRA I) or exponential function in terms of a context. (ALGEBRA II)
Math.Content.HSN-Q.A.1
Basic graphing information - needs to be taught in algebra 1. Could also be taught in lower levels.
Delete or move to an earlier grade level, concepts of units/scale for data displays should be mastered prior to Algebra I, not an Algebra skill nor is it a high priority concept for preparation for college math classes.
It is a necessary and useful practical skill.
Students have a hard time applying the math that is learned. This is a good way to show them that the numbers have meaning.
"Use units as a way to understand problems and to guide the solution of multi-step problems" --- this part is vague !
Please explain how you would break up the standard: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; Choose and interpret the scale and the origin in graphs and data displays. (unsure what is meant by "the origin". wording makes it seems that the "origin" could vary.)
Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. I am not so sure about the units driving this standards. While I agree that units are important, most released test items have not placed much emphasis on units at all.
Math.Content.HSN-Q.A.2
Again, delete or move to an earlier grade level, not an algebra skill or priority concept for college math classes.
There is no way to precisely measure this standard. It is subjective based upon the way a student is taught the material.
*As an educator I would like modeling to be clarified.
Define appropriate quantities for the purpose of descriptive modeling and graphing.

Define appropriate quantities for the purpose of descriptive modeling. Explain descriptive modeling clearly.
Define appropriate quantities for the purpose of descriptive modeling. I believe that units are important, but only if that being tested.
Define appropriate quantities for the purpose of descriptive modeling. As an educator, I would like the terms "descriptive modeling" to be clarified within this standard.
Define appropriate quantities for the purpose of descriptive modeling. The standard is vague. What specifically are we looking to describe, quantitative versus qualitative? Or are we looking for choosing discrete versus continuous variables? Or finally are we looking at the appropriateness of a scale?
Define appropriate quantities for the purpose of descriptive modeling. Too vague
Define appropriate quantities for the purpose of descriptive modeling. * As an educator I would like the phrase "descriptive modeling" to be clarified.
Define appropriate quantities for the purpose of descriptive modeling. **descriptive modeling needs to be clarified within this standard
Define appropriate quantities for the purpose of descriptive modeling. *As an educator, I would like the term "descriptive modeling" to be clarified within this standard.
Define appropriate quantities for the purpose of descriptive modeling. I can't rewrite a standard that is vague as to the real purpose of its goals.
Define appropriate quantities for the purpose of descriptive modeling. It would be helpful to include an example of what concept this standard is asking the learner to master.
The standard should be rewritten in a manner that can be understood the same way by everyone that is reading it. What does one mean by "descriptive modeling"? This might be interpreted differently by different people.
Math.Content.HSN-Q.A.3
I am not even sure what this standard is really supposed to be about in an Algebra I course. Exactly what is the goal of having this in this course? I would think that it would be better dealt with in a Science course.
Not a relavent algebra skill, not a prerequisite concept for basic college math classes.
Not in line with the overall focus of algebra (solving/graphing/representing equations/inequalities).
There are limits to a value of accuracy. money is measured in hundredths and taxes are measured in milleage.
There is no way to precisely measure a subjective skill.

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Again, the standard is vague. Once Q.A.2 is rewritten, then then Q.A.3 should be written to match the same defined types of quantities in Q.A.2.
Please explain how you would break up the standard: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (Is this referencing "significant digits?" If so, think this is a skilled that should be addressed earlier, maybe 8th grade.)
Math.Content.HSN-RN.B.3
I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.
Students must thoroughly understand the real number system before they can truly understand the "reasonableness" of an answer.
The purpose of this standard is to establish the relationship between the type of numbers, rational and irrational. While an interesting concept in general, this relationship can best be established through the use of positive and negative numbers. This allows the student to still gain the ability to look at the relationships among the numbers and operations and still be able to assess the value in a practical numerical sense.
This is not an algebra skill, understanding sets of real numbers and operations on real numbers should be mastered before high school and algebra I, there simply isn't time in Algebra I to be exploring real number concepts.
This standard expands on a students knowledge of rational and irrational numbers from previous grades.
This standard has been around and used in Algebra I prior to the common core state standards. Teaching students why numbers are irrational and how and when to tell they are irrational is nothing new.
This standard reassures that students understand the difference between rational and irrational numbers. By the end of Algebra I, students should be able to do this.
Math.Content.HSS-ID.A.1
Put this in a STATISTICS class.
Simple data displays such as these should absolutely be mastered prior to Algebra I (I would say 7th/8th grade). Displaying data is not an algebra skill, nor is it a prerequisite skill for basic college math classes. We should not be sacrificing time on these concepts in an Algebra I class.
Represent data with plots on the real number line (dot plots, histograms, and box plots). Histograms are represented with both an x and y axis so I don't think it would be appropriate to say a real number line. Maybe have it worded to include the coordinate plane?

Math.Content.HSS-ID.A.2
Measures of central tendency for data (mean, median, mode, range) are concepts that should be mastered prior to Algebra I (7th/8th grade perhaps). Also, these concepts are not prerequisite skills for basic college math classes.
Put this in a STATISTICS class.
Students who understand statistics tend to use mean and median interchangeably and this is a good way for them to understand the appropriateness of the vocabulary.
Math.Content.HSS-ID.A.3
As previously stated, simple statistics concepts should be mastered prior to Algebra I, these are not priority algebra skills and are not assessed in basic college math classes, shouldn't waste Algebra I time on these concepts.
Put this in a STATISTICS class.
The students must analyze and think critically about a data set.
Math.Content.HSS-ID.B.5
I don't feel that Statistics should be a priority in an Algebra course. Statistics was shoved into our Algebra curriculums many years ago when we began to allow standardized tests to drive our curriculum, I hope that the committee will take this opportunity to eliminate non essential or non relative concepts from our curriculums so we can focus on ALGEBRA.
Not priority algebra content, not prerequiste skill for basic college math classes, can't afford to spend time on these skills.
Put this in a STATISTICS class.
Math.Content.HSS-ID.B.6a
I like this standard if it is limited to linear functions at the Algebra I level.
Math.Content.HSS-ID.B.6b
Again, I agree with this standard if it is limited to linear functions.
Informally assess the fit of a function by plotting and analyzing residuals with technology. The students should be allowed to use the graphing calculators to determine the residuals. They should not be expected to know how to calculate by hand.
Math.Content.HSS-ID.B.6c
Linear association is important to help connect linear equations to real world situations. Anything beyond linear association can be too rigorous at this level.
Fit a linear function for a scatter plot that suggests a linear association using technology. The students should be allowed to determine the line of best fit with the aid of the graphing calculators.
Math.Content.HSS-ID.C.7
It shows the students the connection to real world situations and the applications of rate of change and intercept.
This is the basic algebraic standard. It should be heavily tested.
Math.Content.HSS-ID.C.8
I don't feel that this is a high priority concept for Algebra I. I don't believe this is a skill assessed in basic college math classes.

You allow technology to be used!!!!
Interpret the correlation coefficient of a linear fit.
Math.Content.HSS-ID.C.9
Again, I don't feel this is a high priority concept to focus on in Algebra I, nor do I feel this is a concept assessed in basic college math classes.
What is causation?!?!?!?!?!?!