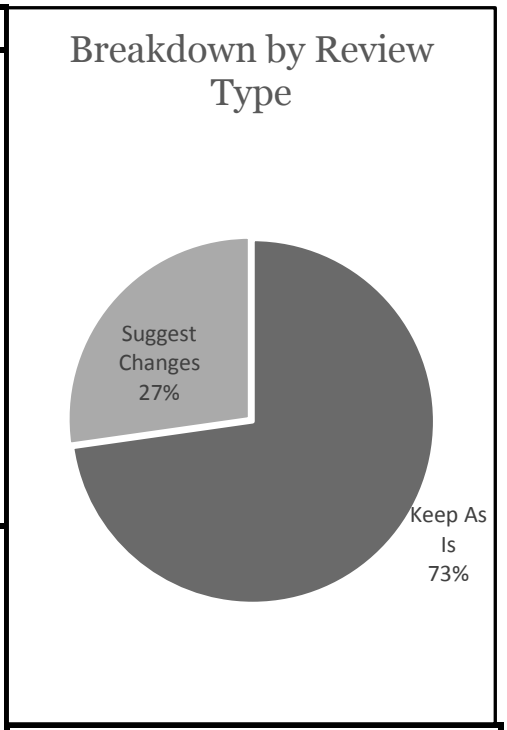
Algebra II **Math Standards Summary**

Total Reviews	877		
Keep As Is	638	Educator	470
		Elected Official	0
		Institution or Higher Education Faculty	0
		K-12 Administrator	55
		Member of Organization	1
		Other	55
		Parent/Guardian	57
		Student	0
Suggest Changes	239	Educator	238
		Elected Official	0
		Institution or Higher Education Faculty	1
		K-12 Administrator	0
		Member of Organization	0
		Other	0
		Parent/Guardian	0
		Student	0



Change Suggestions	
Removed	153
Rewritten	9
Broken Up	2
Moved to a Different Level	75

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.2	18	100%	0	0%	0	0	0	0
Math.Content.HSA-APR.A.3	18	100%	0	0%	0	0	0	0
Math.Content.HSA-APR.C.4	16	89%	2	11%	0	0	0	2
Math.Content.HSA-APR.D.6	16	100%	0	0%	0	0	0	0
Math.Content.HSA-CED.A.1	15	83%	3	17%	1	1	1	0
Math.Content.HSA-REI.A.1	15	83%	3	17%	1	1	1	0
Math.Content.HSA-REI.A.2	13	93%	1	7%	1	0	0	0
Math.Content.HSA-REI.B.4b	15	100%	0	0%	0	0	0	0
Math.Content.HSA-REI.C.6	12	80%	3	20%	3	0	0	0
Math.Content.HSA-REI.C.7	13	81%	3	19%	3	0	0	0
Math.Content.HSA-REI.D.11	15	100%	0	0%	0	0	0	0
Math.Content.HSA-SSE.A.2	16	94%	1	6%	0	1	0	0
Math.Content.HSA-SSE.B.3c	17	100%	0	0%	0	0	0	0
Math.Content.HSA-SSE.B.4	16	89%	2	11%	0	0	0	2
Math.Content.HSF-BF.A.1a	14	100%	0	0%	0	0	0	0
Math.Content.HSF-BF.A.1b	17	100%	0	0%	0	0	0	0
Math.Content.HSF-BF.A.2	13	87%	2	13%	0	0	0	2
Math.Content.HSF-BF.B.3	15	100%	0	0%	0	0	0	0
Math.Content.HSF-BF.B.4a	13	93%	1	7%	1	0	0	0
Math.Content.HSF-IF.A.3	13	81%	3	19%	1	0	0	2
Math.Content.HSF-IF.B.4	16	100%	0	0%	0	0	0	0
Math.Content.HSF-IF.B.6	14	100%	0	0%	0	0	0	0

Math.Content.HSF-IF.C.7c	15	100%	0	0%	0	0	0	0
Math.Content.HSF-IF.C.7e	7	41%	10	59%	0	2	0	8
Math.Content.HSF-IF.C.8b	13	100%	0	0%	0	0	0	0
Math.Content.HSF-IF.C.9	15	94%	1	6%	0	0	0	1
Math.Content.HSF-LE.A.2	12	86%	2	14%	0	2	0	0
Math.Content.HSF-LE.A.4	14	100%	0	0%	0	0	0	0
Math.Content.HSF-LE.B.5	13	100%	0	0%	0	0	0	0
Math.Content.HSF-TF.A.1	8	50%	8	50%	1	0	0	7
Math.Content.HSF-TF.A.2	5	42%	7	58%	1	0	0	6
Math.Content.HSF-TF.B.5	8	50%	8	50%	1	0	0	7
Math.Content.HSF-TF.C.8	8	50%	8	50%	1	0	0	7
Math.Content.HSG-GPE.A.2	7	47%	8	53%	1	1	0	6
Math.Content.HSN-CN.A.1	18	100%	0	0%	0	0	0	0
Math.Content.HSN-CN.A.2	17	100%	0	0%	0	0	0	0
Math.Content.HSN-CN.C.7	18	100%	0	0%	0	0	0	0
Math.Content.HSN-Q.A.2	12	71%	5	29%	2	1	0	2
Math.Content.HSN-RN.A.1	20	100%	0	0%	0	0	0	0
Math.Content.HSN-RN.A.2	19	100%	0	0%	0	0	0	0
Math.Content.HSS-CP.A.1	5	31%	11	69%	4	0	0	7
Math.Content.HSS-CP.A.2	5	31%	11	69%	4	0	0	7
Math.Content.HSS-CP.A.3	6	38%	10	63%	4	0	0	6
Math.Content.HSS-CP.A.4	5	31%	11	69%	4	0	0	7
Math.Content.HSS-CP.A.5	6	38%	10	63%	3	0	0	7

Math.Content.HSS-CP.B.6	6	38%	10	63%	3	0	0	7
Math.Content.HSS-CP.B.7	5	31%	11	69%	4	0	0	7
Math.Content.HSS-IC.A.1	5	31%	11	69%	4	0	0	7
Math.Content.HSS-IC.A.2	4	27%	11	73%	4	0	0	7
Math.Content.HSS-IC.B.3	5	31%	11	69%	4	0	0	7
Math.Content.HSS-IC.B.4	4	25%	12	75%	5	0	0	7
Math.Content.HSS-IC.B.5	4	27%	11	73%	4	0	0	7
Math.Content.HSS-IC.B.6	5	31%	11	69%	4	0	0	7
Math.Content.HSS-ID.A.4	5	31%	11	69%	4	0	0	7
Math.Content.HSS-ID.B.6a	9	60%	6	40%	2	0	0	4

Math.Content.HSA-APR.A.2
Good Standard, prerequistite for college math classes.
Math.Content.HSA-APR.A.3
Great standard, high priority in college math classes.
Students learn to relate the polynomial to the factors to its graph. When they can relate all the pieces, then they are able to predict the relationships by inspection.
Math.Content.HSA-APR.C.4
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.
I have never found this to be a concept assessed in freshman level college math classes (nor have I seen it on any ACT material), don't feel that we can afford the time to teach this standard.
This provides the students with an opportunity to see the relationships between abstract and real numbers. They can prove the relationships which gives them confidence in attempting more difficult proofs.
Math.Content.HSA-APR.D.6
Again, this provides students opportunities to use their knowledge and applying it to alternate versions of expressions. This again provides them alternatives for solutions.
Good standard, prerequisite skill for college math classes.
Math.Content.HSA-CED.A.1
Good standard, prerequisite skill for college math classes.
This has direct application to real-world problems--situations where the student knows the results, but does not know all the parameters that obtained the result. They have to generate an equations or inequality and solve for the missing information.
Please explain how you would break up the standard:It depends on where the variable is located. For example, is the variable in the exponent? Create equations and inequalities in one variable and use them to solve problems.
Math.Content.HSA-REI.A.1
Good standard, not a high priority for college math classes, but it's always good to reinforce the importance being able to accurately move through a process justifying each step.
This provides a necessity for the students to think about where the problem is going and why that path is necessary or vital to the solution. This is perfect for teachers to integrate in their modeling of solutions on the board.
Please explain how you would break up the standard: Be more specific relating to linear equations, or something more than linear. 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.
Math.Content.HSA-REI.A.2

Great standard, high priority concept assessed in college math classes.
The extraneous solutions are important for the students to see.
Math.Content.HSA-REI.B.4b
Great standard, HUGE priority concept assessed in college math classes.
Math.Content.HSA-REI.C.6
Great concept, high priority concept assessed in college math classes.
Math.Content.HSA-REI.C.7
Good standard, concept assessed in college math classes.
Math.Content.HSA-REI.D.11
Good standard, concept assessed in college math classes.
Math.Content.HSA-SSE.A.2
Good standard, but college math classes don't assess student's ability to simply rewrite expressions. Focus needs to be rewriting expressions for the purpose of simplifying expressions into simplest form and solving equations, NOT "which of these choices is another way to express "x" expression. College math classes want "answers", not a rearrangement of a problem, and preparing these students for college math classes is my goal in an Algebra II classroom.
Students need to see the structure of an expression in alternate ways. This sometimes leads to less difficult solutions.
Use the structure of an expression to identify ways to rewrite it. What is this referring to?
Math.Content.HSA-SSE.B.3c
Good standard, but keep the focus at using properties of exponents to simplify exponential expressions or solve exponential equations. College classes want final simplified answers!
Math.Content.HSA-SSE.B.4
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.
Have not found this to be a concept assessed in college math classes, and there simply isn't time in an Algebra II class for "extra" standards, we lose far too many days for testing (I counted about 20 lost instructional days last year combining standarded tests and mandated pre-test, post-test, a few mid-year assessments, field tests, etc, etc).
Math.Content.HSF-BF.A.1a
Math.Content.HSF-BF.A.1b
Good standard, operations on functions are skills assessed in college math classes.
Math.Content.HSF-BF.A.2
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.

I don't find arithmetic or geometric sequences to be covered in college math classes.
Math.Content.HSF-BF.B.3
Good standard, prerequisite for college math classes.
This is important to demonstrate how changes to an equation impact its graph.
Math.Content.HSF-BF.B.4a
Great standard, skill assessed in college math classes.
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 college math classes, really shouldn't distract from high priority content, every "extra" lesson taught takes time away from practice and mastery of high priority concepts.
Math.Content.HSF-IF.B.4
Good standard but shouldn't be a high priority as college classes simply assess a "quick graph" of functions, not a detailed graph.
This is important for all functions and adds value to helping the students understand the equations impact on the graph.
Math.Content.HSF-IF.B.6
Math.Content.HSF-IF.C.7c
Great standard, high priority concept assessed in college math classes.
Math.Content.HSF-IF.C.7e
Belongs in Pre Calc
Belongs in Precalculus
Belongs in Pre-Calculus
Belongs in PreCalculus (Trig)
needs to be placed in pre-cal
should be in pre-calc
Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. I think this standard should be limited to exponential and logarithmic functions. Trig functions are extremely difficult to cover in Algebra II due to lack of time, I think Trig functions should be standards for senior level advanced math or trigonometry classes.
Graph exponential and logarithmic functions, showing intercepts and end behavior.
Math.Content.HSF-IF.C.8b
Good standard, prerequisite skill for college math classes.
Math.Content.HSF-IF.C.9

I have not found this to be a skill assessed in college math classes, and we don't have the luxury of time for standards that are prerequisites for college classes. College classes expect you to graph functions, but not compare them.
Valuable to illustrate to students relationships.
Math.Content.HSF-LE.A.2
Construct linear and exponential functions, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
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). Standard should be limited to linear functions, that's the only function students are required to contruct in college level math classes.
Math.Content.HSF-LE.A.4
Good standard, prerequisite skill for college math classes.
Math.Content.HSF-LE.B.5
Math.Content.HSF-TF.A.1
Belongs in Pre-Calculus
I have been teaching Algebra II for well over a decade and neither myself nor my peers EVER have time to teach Trig concepts in Algebra II, there's just not enough year left at the end of the curriculum. Trig standards should be moved to a senior level trig elective class. More justification, MUCH smaller percentage of college students take trig classes at the college level, ALL college students take algebra classes at the college level.
Move to PreCalculus
This should be in precalculus
This should be moved to a geometry or senior advanced math math course, there is not time to cover trig in an algebra class.
Math.Content.HSF-TF.A.2
Belongs in Pre-Calculus
I have been teaching Algebra II for well over a decade and neither myself nor my peers EVER have time to teach Trig concepts in Algebra II, there's just not enough year left at the end of the curriculum. Trig standards should be moved to a senior level trig elective class. More justification, MUCH smaller percentage of college students take trig classes at the college level, ALL college students take algebra classes at the college level.
Move to PreCalculus
This should be moved to a geometry or senior advanced math math course, there is not time to cover trig in an algebra class.
Math.Content.HSF-TF.B.5
Belongs in Pre-Calculus
I have been teaching Algebra II for well over a decade and neither myself nor my peers EVER have time to teach Trig concepts in Algebra II, there's just not enough year left at the end of the curriculum. Trig standards should be moved to a senior level trig elective class. More justification, MUCH smaller percentage of college students take trig classes at the college level, ALL college students take algebra classes at the college level.
Move to PreCalculus
This should be moved to a geometry or senior advanced math math course, there is not time to cover trig in an algebra class.
Math.Content.HSF-TF.C.8

Belongs in Pre-Calculus
I have been teaching Algebra II for well over a decade and neither myself nor my peers EVER have time to teach Trig concepts in Algebra II, there's just not enough year left at the end of the curriculum. Trig standards should be moved to a senior level trig elective class. More justification, MUCH smaller percentage of college students take trig classes at the college level, ALL college students take algebra classes at the college level.
Move to pre calcululs
Move to PreCalculus
This should be moved to a senior advanced math math course, there is not time to cover trig in an algebra class.
Math.Content.HSG-GPE.A.2
Belongs in Pre-Calculus
I think getting this detailed with quadratic equations is too ambitious for algebra II, maybe move to a senior level advanced math course.
Move to PreCalculus
Deriving the equation of a parabola given a focus and directrix is not a college math skill. Standard should be rewritten to cover the skill of converting between general and standard/vertex form of the parabola/quadratic equation, as well as the equation of a circle. Those are skills assessed in college math classes that have not been addressed in the standards.
Math.Content.HSN-CN.A.1
Great high priority concept, prerequisite skill for college math classes, students definitely need to leave algebra II having mastered working with complex numbers.
This provides an opportunity to show students that early mathematicians worked on solutions that reached road block and had to devise innovation to continue their work.
Math.Content.HSN-CN.A.2
Again, great standard, this is a high priority concept for college math classes.
This provides them an opportunity to work with a number system that they have never experienced and rely on what they know and definitions to be successful.
Math.Content.HSN-CN.C.7
Great standard, HUGE priority concept in college math classes.
They need to see all the possible solutions that can be attained when working with Quadratics.
Math.Content.HSN-Q.A.2
I have alot of experience tutoring students in college math classes, and I don't find this to be present in Louisiana college math classes. Since Algebra II is such a challenging course to complete in an academic year, there really isn't time for "extra" standards that aren't high priority college prerequisites.
in Algebra I
Students need to understand and see that problems in the real world have real units. Solutions can sometimes be determined using the units and good number sense.
Define appropriate quantities for the purpose of descriptive modeling. I am not sure what this standard is referring to.

Math.Content.HSN-RN.A.1
Good skill, prerequisite for college math concepts.
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 need to understand the alternate forms of expressions and see that the mechanics for use are the same.
Math.Content.HSN-RN.A.2
Good standard, prerequisite skill for college math classes.
Students need to be able to work with expressions in alternate forms. This allows them optional for solutions based on the forms that provide them as individuals the greatest understanding.
Math.Content.HSS-CP.A.1
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-CP.A.2
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-CP.A.3
Belongs in Pre-Calculus
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.
Move to PreCalculus

Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-CP.A.4
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-CP.A.5
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-CP.B.6
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-CP.B.7
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-IC.A.1
Belongs in Pre-Calculus

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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-IC.A.2
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-IC.B.3
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Students need to see the differences in the way data is collected and its potential impact on the outcome.
Math.Content.HSS-IC.B.4
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-IC.B.5
Belongs in Pre-Calculus
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.
Move to PreCalculus

Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-IC.B.6
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-ID.A.4
Belongs in Pre-Calculus
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.
Move to PreCalculus
Statistics should not be covered in Algebra II, we don't have the luxury of time to cover anything outside of our college prerequisite Algebra skills. All Statistics standards should be moved to a senior level Statistic course.
Math.Content.HSS-ID.B.6a
Belongs in Pre-Calculus
I do agree with scatter plots related to linear functions as they are a direct application of linear functions which is a high priority algebra skill, although I don't believe college math classes assess scatter plot concepts.
Move to PreCalculus