ABOUT *EUREKA MATH*

Created by the nonprofit Great Minds, *Eureka Math* helps teachers deliver unparalleled math instruction that provides students with a deep understanding and fluency in math. Crafted by teachers and math scholars, the curriculum carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus—a principle tested and proven to be essential in students' mastery of math.

Teachers and students using *Eureka Math* find the trademark "Aha!" moments in *Eureka Math* to be a source of joy and inspiration, lesson after lesson, year after year.

ALIGNED

Eureka Math is the only curriculum found by EdReports.org to align fully with the Common Core State Standards for Mathematics for all grades, Kindergarten through Grade 8. Great Minds offers detailed analyses which demonstrate how each grade of *Eureka Math* aligns with specific state standards. Access these free alignment studies at greatminds.org/state-studies.

DATA

Schools and districts nationwide are experiencing student growth and impressive test scores after using *Eureka Math*. See their stories and data at greatminds.org/data.

FULL SUITE OF RESOURCES

As a nonprofit, Great Minds offers the *Eureka Math* curriculum as PDF downloads for free, noncommercial use. Access the free PDFs at greatminds.org/math/curriculum.

The teacher–writers who created the curriculum have also developed essential resources, available only from Great Minds, including the following:

- Printed material in English and Spanish
- Digital resources
- Professional development
- Classroom tools and manipulatives
- Teacher support materials
- Parent resources

ALGEBRA II

The majority of the Algebra II New York State Next Generation Mathematics Learning Standards are fully covered by the Algebra II *Eureka Math* curriculum. The areas where the Algebra II New York State Next Generation Mathematics Learning Standards and Algebra II *Eureka Math* do not align will require the use of *Eureka Math* content from other courses. A detailed analysis of alignment is provided in the table below.

INDICATORS

Green indicates that the New York standard is fully addressed in *Eureka Math*.

Yellow indicates that the New York standard may not be completely addressed in *Eureka Math*.

Red indicates that the New York standard is not addressed in *Eureka Math*.

Blue indicates there is a discrepancy between the grade level at which this standard is addressed in the New York Standards and in *Eureka Math*.

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
1: Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	Lessons in every module engage students in making sense of problems and persevering in solving them as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 1, which is specifically addressed in the following modules: Algebra II M1: Polynomial, Rational, and Radical Relationships Algebra II M2: Trigonometric Functions Algebra II M3: Exponential and Logarithmic Functions

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
2: Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	Lessons in every module engage students in reasoning abstractly and quantitatively as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 2, which is specifically addressed in the following modules: Algebra II M1: Polynomial, Rational, and Radical Relationships Algebra II M2: Trigonometric Functions Algebra II M3: Exponential and Logarithmic Functions Algebra II M4: Inferences and Conclusions from Data

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
3: Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	Lessons in every module engage students in constructing viable arguments and critiquing the reasoning of others as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 3, which is specifically addressed in the following modules: Algebra II M2: Trigonometric Functions Algebra II M4: Inferences and Conclusions from Data

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
4: Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	Lessons in every module engage students in modeling with mathematics as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 4, which is specifically addressed in the following modules: Algebra II M1: Polynomial, Rational, and Radical Relationships Algebra II M2: Trigonometric Functions Algebra II M3: Exponential and Logarithmic Functions Algebra II M4: Inferences and Conclusions from Data

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
5: Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	Lessons in every module engage students in using appropriate tools strategically as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 5, which is specifically addressed in the following modules: Algebra II M1: Polynomial, Rational, and Radical Relationships Algebra II M4: Inferences and Conclusions from Data

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
6: Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	Lessons in every module engage students in attending to precision as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 6, which is specifically addressed in the following modules: Algebra II M1: Polynomial, Rational, and Radical Relationships Algebra II M2: Trigonometric Functions Algebra II M3: Exponential and Logarithmic Functions Algebra II M4: Inferences and Conclusions from Data

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
7: Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	Lessons in every module engage students in looking for and making use of structure as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 7, which is specifically addressed in the following modules: Algebra II M1: Polynomial, Rational, and Radical Relationships Algebra II M2: Trigonometric Functions Algebra II M3: Exponential and Logarithmic Functions

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
8: Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	Lessons in every module engage students in looking for and expressing regularity in repeated reasoning as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 8, which is specifically addressed in the following modules: Algebra II M1: Polynomial, Rational, and Radical Relationships Algebra II M2: Trigonometric Functions Algebra II M3: Exponential and Logarithmic Functions

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
Number and Quantity	**The Real Number System**	**Cluster: Extend the properties of exponents to rational exponents.**	
		AII-N.RN.1 Explore how the meaning of rational exponents follows from extending the properties of integer exponents.	Algebra II M3 Topic A: Real Numbers
		AII-N.RN.2 Convert between radical expressions and expressions with rational exponents using the properties of exponents.	Algebra II M3 Topic A: Real Numbers
	The Complex Number System	**Cluster: Perform arithmetic operations with complex numbers.**	
		AII-N.CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Algebra II M1 Lesson 37: A Surprising Boost from Geometry
		AII-N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Algebra II M1 Lesson 37: A Surprising Boost from Geometry

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
Algebra	**Seeing Structure in Expressions**	**Cluster: Interpret the structure of expressions.**	
		AII-A.SSE.2 Recognize and use the structure of an expression to identify ways to rewrite it.	Algebra II M1 Topic A: Polynomials—From Base Ten to Base X Algebra II M1 Lesson 12: Overcoming Obstacles in Factoring Algebra II M1 Lesson 13: Mastering Factoring Algebra II M3 Lesson 12: Properties of Logarithms Algebra II M3 Lesson 14: Solving Logarithmic Equations Algebra II M3 Lesson 15: Why Were Logarithms Developed?

Conceptual Category	Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
		Cluster: Write expressions in equivalent forms to reveal their characteristics.		
		AII-A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.		
		a. Factor quadratic expressions including leading coefficients other than 1 to reveal the zeros of the function it defines.		Algebra II M1 Lesson 11: The Special Role of Zero in Factoring Algebra II M1 Lesson 12: Overcoming Obstacles in Factoring Algebra II M1 Lesson 13: Mastering Factoring Algebra II M1 Lesson 14: Graphing Factored Polynomials
		b. Use the properties of exponents to rewrite exponential expressions.		Algebra I M3 Lesson 23: Newton's Law of Cooling Algebra II M3 Lesson 26: Percent Rate of Change

Conceptual Category	Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	Arithmetic with Polynomials and Rational Expressions	**Cluster: Understand the relationship between zeros and factors of polynomials.**		
		AII-A.APR.2 Apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.		Algebra II M1 Lesson 19: The Remainder Theorem
		AII-A.APR.3 Identify zeros of polynomials when suitable factorizations are available.		Algebra II M1 Lesson 11: The Special Role of Zero in Factoring Algebra II M1 Lesson 14: Graphing Factored Polynomials

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
		Cluster: Rewrite rational expressions.	
		AII-A-APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$.	Algebra II M1 Lesson 4: Comparing Methods—Long Division, Again? Algebra II M1 Lesson 18: Overcoming a Second Obstacle in Factoring—What If There Is a Remainder? Algebra II M1 Lesson 22: Equivalent Rational Expressions Algebra II M1 Lesson 24: Multiplying and Dividing Rational Expressions Algebra II M1 Lesson 25: Adding and Subtracting Rational Expressions
	Creating Equations	**Cluster: Create equations that describe numbers or relationships.**	
		AII-A.CED.1 Create equations and inequalities in one variable to represent a real-world context.	Algebra II M1 Lesson 27: Word Problems Leading to Rational Equations Algebra II M3 Lesson 7: Bacteria and Exponential Growth Algebra II M3 Lesson 26: Percent Rate of Change Algebra II M3 Lesson 27: Modeling with Exponential Functions

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	Reasoning with Equations and Inequalities	**Cluster: Understand solving equations as a process of reasoning and explain the reasoning.**	
		AII-A.REI.1b Explain each step when solving rational or radical equations 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.	Algebra II M1 Lesson 22: Equivalent Rational Expressions Algebra II M1 Lesson 23: Comparing Rational Expressions Algebra II M1 Lesson 26: Solving Rational Equations Algebra II M1 Lesson 27: Word Problems Leading to Rational Equations Algebra II M1 Lesson 28: A Focus on Square Roots Algebra II M1 Lesson 29: Solving Radical Equations
		AII-A.REI.2 Solve rational and radical equations in one variable, identify extraneous solutions, and explain how they arise.	Algebra II M1 Lesson 22: Equivalent Rational Expressions Algebra II M1 Lesson 23: Comparing Rational Expressions Algebra II M1 Lesson 26: Solving Rational Equations Algebra II M1 Lesson 27: Word Problems Leading to Rational Equations Algebra II M1 Lesson 28: A Focus on Square Roots Algebra II M1 Lesson 29: Solving Radical Equations

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
		Cluster: Solve equations and inequalities in one variable.	
		AII-A.REI.4 Solve quadratic equations in one variable.	
		b. Solve quadratic equations by: i) inspection, ii) taking square roots, iii) factoring, iv) completing the square, v) the quadratic formula, and vi) graphing. Write complex solutions in $a + bi$ form.	Algebra II M1 Lesson 11: The Special Role of Zero in Factoring Algebra II M1 Lesson 12: Overcoming Obstacles in Factoring Algebra II M1 Lesson 13: Mastering Factoring Algebra II M1 Lesson 31: Systems of Equations Algebra II M1 Topic D: A Surprise from Geometry—Complex Numbers Overcome All Obstacles
		Cluster: Solve systems of equations.	
		AII-A.REI.7b Solve a system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.	Algebra II M1 Lesson 31: Systems of Equations Algebra II M1 Lesson 32: Graphing Systems of Equations Algebra II M1 Lesson 36: Overcoming a Third Obstacle to Factoring—What If There Are No Real Number Solutions?

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
		Cluster: Represent and solve equations and inequalities graphically.	
		AII-A.REI.11 Given the equations $y = f(x)$ and $y = g(x)$: i) recognize that each x-coordinate of the intersection(s) is the solution to the equation $f(x) = g(x)$; ii) find the solutions approximately using technology to graph the functions or make tables of values; iii) find the solution of $f(x) < g(x)$ or $f(x) \leq g(x)$ graphically; and iv) interpret the solution in context.	Algebra I M1 Lesson 24: Applications of Systems of Equations and Inequalities Algebra I M3 Lesson 16: Graphs Can Solve Equations Too Algebra II M1 Lesson 36: Overcoming a Third Obstacle to Factoring—What If There Are No Real Number Solutions? Algebra II M3 Lesson 24: Solving Exponential Equations

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
Functions	**Interpreting Functions**	**Cluster: Understand the concept of a function and use function notation.**	
		AII-F.IF.3 Recognize that a sequence is a function whose domain is a subset of the integers.	Algebra I M3 Lesson 2: Recursive Formulas for Sequences Algebra I M3 Lesson 3: Arithmetic and Geometric Sequences Algebra I M3 Lesson 4: Why Do Banks Pay YOU to Provide Their Services? Algebra II M3 Lesson 25: Geometric Sequences and Exponential Growth and Decay Algebra II M3 Lesson 26: Percent Rate of Change Algebra II M3 Lesson 29: The Mathematics Behind a Structured Savings Plan

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
		Cluster: Interpret functions that arise in applications in terms of the context.	
		AII-F.IF.4 For a function that models a relationship between two quantities: i) interpret key features of graphs and tables in terms of the quantities; and ii) sketch graphs showing key features given a verbal description of the relationship.	Algebra II M1 Lessons 16–17: Modeling with Polynomials—An Introduction Algebra II M2 Lesson 12: Ferris Wheels—Using Trigonometric Functions to Model Cyclical Behavior Algebra II M2 Lesson 13: Tides, Sound Waves, and Stock Markets Algebra II M3 Lesson 18: Graphs of Exponential Functions and Logarithmic Functions Algebra II M3 Lesson 20: Transformations of the Graphs of Logarithmic and Exponential Functions Algebra II M3 Lesson 21: The Graph of the Natural Logarithm Function
		AII-F.IF.6 Calculate and interpret the average rate of change of a function over a specified interval.	Algebra II M3 Lesson 6: Euler's Number, *e* Algebra II M3 Lesson 27: Modeling with Exponential Functions

Conceptual Category	Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
		Cluster: Analyze functions using different representations.		
		AII-F.IF.7 Graph functions and show key features of the graph by hand and using technology when appropriate.		
		c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.		Algebra II M1 Lesson 14: Graphing Factored Polynomials Algebra II M1 Lesson 15: Structure in Graphs of Polynomial Functions Algebra II M1 Lesson 16: Modeling with Polynomials—An Introduction

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
		e. Graph cube root, exponential and logarithmic functions, showing intercepts and end behavior; and trigonometric functions, showing period, midline, and amplitude.	Algebra I M4 Topic C: Function Transformations and Modeling Algebra II M2 Lesson 8: Graphing the Sine and Cosine Functions Algebra II M2 Lesson 11: Transforming the Graph of the Sine Function Algebra II M2 Lesson 12: Ferris Wheels—Using Trigonometric Functions to Model Cyclical Behavior Algebra II M3 Lesson 16: Rational and Irrational Numbers Algebra II M3 Lesson 18: Graphs of Exponential Functions and Logarithmic Functions Algebra II M3 Lesson 20: Transformations of the Graphs of Logarithmic and Exponential Functions Algebra II M3 Lesson 33: The Million Dollar Problem

Conceptual Category	Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
		AII-F.IF.8 Write a function in different but equivalent forms to reveal and explain different properties of the function.		
		b. Use the properties of exponents to interpret exponential functions, and classify them as representing exponential growth or decay.		Algebra II M3 Lesson 23: Bean Counting Algebra II M3 Lesson 27: Modeling with Exponential Functions Algebra II M3 Topic E: Geometric Series and Finance
		AII-F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).		Algebra II M3 Lesson 27: Modeling with Exponential Functions Algebra II M3 Lesson 28: Newton's Law of Cooling, Revisited Algebra II M3 Topic E: Geometric Series and Finance

Conceptual Category	Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	Building Functions	**Cluster: Build a function that models a relationship between two quantities.**		
		AII-F.BF.1 Write a function that describes a relationship between two quantities.		
		a. Determine a function from context. Determine an explicit expression, a recursive process, or steps for calculation from a context.		Algebra II M1 Lesson 1: Successive Differences in Polynomials Algebra II M2 Lesson 12: Ferris Wheels—Using Trigonometric Functions to Model Cyclical Behavior Algebra II M3 Lesson 5: Irrational Exponents—What are $2^{\sqrt{2}}$ and 2^{π}? Algebra II M3 Lesson 6: Euler's Number, *e* Algebra II M3 Lesson 7: Bacteria and Exponential Growth Algebra II M3 Lesson 26: Percent Rate of Change Algebra II M3 Lesson 27: Modeling with Exponential Functions

Conceptual Category	Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
		b. Combine standard function types using arithmetic operations.		Algebra II M2 Lesson 12: Ferris Wheels—Using Trigonometric Functions to Model Cyclical Behavior Algebra II M3 Lesson 28: Newton's Law of Cooling, Revisited Algebra II M3 Lesson 30: Buying a Car Algebra II M3 Lesson 33: The Million Dollar Problem
		AII-F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.		Algebra I M3 Topic A: Linear and Exponential Sequences Algebra II M3 Lesson 25: Geometric Sequences and Exponential Growth and Decay Algebra II M3 Lesson 26: Percent Rate of Change Algebra II M3 Lesson 29: The Mathematics Behind a Structured Savings Plan

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
		Cluster: Build new functions from existing functions.	
		AII-F.BF.3b Using $f(x) + k$, $k\,f(x)$, and $f(x + k)$: i) Identify the effect on the graph when replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); ii) find the value of k given the graphs; iii) write a new function using the value of k; and iv) use technology to experiment with cases and explore the effects on the graph. Include recognizing even and odd functions from their graphs.	Algebra II M1 Lesson 15: Structure in Graphs of Polynomial Functions Algebra II M2 Lesson 11: Transforming the Graph of the Sine Function Algebra II M2 Lesson 12: Ferris Wheels—Using Trigonometric Functions to Model Cyclical Behavior Algebra II M3 Lesson 20: Transformations of the Graphs of Logarithmic and Exponential Functions

Conceptual Category	Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
		AII-F.BF.4a Find the inverse of a one-to-one function both algebraically and graphically.		Algebra II M3 Lesson 7: Bacteria and Exponential Growth Algebra II M3 Lesson 8: The "WhatPower" Function Algebra II M3 Lesson 19: The Inverse Relationship Between Logarithmic and Exponential Functions Algebra II M3 Lesson 24: Solving Exponential Equations
		AII-F.BF.5a Understand inverse relationships between exponents and logarithms algebraically and graphically.		Precalculus and Advanced Topics M3 Topic C: Inverse Functions
		AII-F.BF.6 Represent and evaluate the sum of a finite arithmetic or finite geometric series, using summation (sigma) notation.		Algebra II M3 Topic E: Geometric Series and Finance
		AII-F.BF.7 Explore the derivation of the formulas for finite arithmetic and finite geometric series. Use the formulas to solve problems.		Algebra II M3 Lesson 29: The Mathematics Behind a Structured Savings Plan

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	Linear, Quadratic, and Exponential Models	**Cluster: Construct and compare linear, quadratic, and exponential models and solve problems.**	
		AII-F.LE.2 Construct a linear or exponential function symbolically given: i) a graph; ii) a description of the relationship; and iii) two input-output pairs (include reading these from a table).	Algebra I M3: Linear and Exponential Functions Algebra I M5: A Synthesis of Modeling with Equations and Functions Algebra II M3 Lesson 1: Integer Exponents Algebra II M3 Lesson 6: Euler's Number, *e* Algebra II M3 Lesson 22: Choosing a Model
		AII-F.LE.4 Use logarithms to solve exponential equations, such as $ab^{ct} = d$ (where a, b, c, and d are real numbers and $b > 0$) and evaluate the logarithm using technology.	Algebra II M3 Topic B: Logarithms Algebra II M3 Lesson 19: The Inverse Relationship Between Logarithmic and Exponential Functions Algebra II M3 Topic D: Using Logarithms in Modeling Situations
		Cluster: Interpret expressions for functions in terms of the situation they model.	
		AII-F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context.	Algebra I M3 Topic D: Using Functions and Graphs to Solve Problems Algebra II M3 Lesson 23: Bean Counting Algebra II M3 Topic E: Geometric Series and Finance

Conceptual Category	Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	Trigonometric Functions	**Cluster: Extend the domain of trigonometric functions using the unit circle.**		
		AII-F.TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.		Algebra II M2 Lesson 9: Awkward! Who Chose the Number 360, Anyway?
		AII-F.TF.2 Apply concepts of the unit circle in the coordinate plane to calculate the values of the six trigonometric functions given angles in radian measure.		Algebra II M2: Trigonometric Functions
		AII-F.TF.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.		Precalculus and Advanced Topics M4 Lesson 2: Properties of Trigonometric Functions

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
		Cluster: Model periodic phenomena with trigonometric functions.	
		AII-F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, horizontal shift, and midline.	Algebra II M2 Lesson 11: Transforming the Graph of the Sine Function Algebra II M2 Lesson 12: Ferris Wheels—Using Trigonometric Functions to Model Cyclical Behavior Algebra II M2 Lesson 13: Tides, Sound Waves, and Stock Markets
		Cluster: Prove and apply trigonometric identities.	
		AII-F.TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$. Find the value of any of the six trigonometric functions given any other trigonometric function value and when necessary find the quadrant of the angle.	Algebra II M2 Lesson 15: What Is a Trigonometric Identity?

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
Statistics and Probability	**Interpreting Categorical and Quantitative Data**	**Cluster: Summarize, represent, and interpret data on a single count or measurement variable.**	
		AII-S.ID.4a Recognize whether or not a normal curve is appropriate for a given data set.	Algebra II M4 Topic B: Modeling Data Distributions
		AII-S.ID.4b If appropriate, determine population percentages using a graphing calculator for an appropriate normal curve.	Algebra II M4 Topic B: Modeling Data Distributions
		Cluster: Summarize, represent, and interpret data on two categorical and quantitative variables.	
		AII-S.ID.6 Represent bivariate data on a scatter plot, and describe how the variables' values are related.	
		a. Fit a function to real-world data; use functions fitted to data to solve problems in the context of the data.	Algebra I M2 Lessons 12–13: Relationships Between Two Numerical Variables Algebra I M2 Lesson 19: Interpreting Correlation Algebra I M2 Lesson 20: Analyzing Data Collected on Two Variables Algebra I M5 Lesson 7: Modeling a Context from Data

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	Making Inferences and Justifying Conclusions	**Cluster: Understand and evaluate random processes underlying statistical experiments.**	
		AII-S.IC.2 Determine if a value for a sample proportion or sample mean is likely to occur based on a given simulation.	Algebra II M4 Lessons 18–19: Sampling Variability in the Sample Mean Algebra II M4 Lessons 20–21: Margin of Error When Estimating a Population Mean
		Cluster: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
		AII-S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Algebra II M4 Lesson 12: Types of Statistical Studies Algebra II M4 Topic D: Drawing Conclusions Using Data from an Experiment
		AII-S.IC.4 Given a simulation model based on a sample proportion or mean, construct the 95% interval centered on the statistic (+/– two standard deviations) and determine if a suggested parameter is plausible.	Algebra II M4 Lesson 17: Margin of Error When Estimating a Population Proportion

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
		AII-S.IC.6a Use the tools of statistics to draw conclusions from numerical summaries.	Algebra II M4: Inferences and Conclusions from Data
		AII-S.IC.6b Use the language of statistics to critique claims from informational texts. For example, causation vs correlation, bias, measures of center and spread.	Algebra II M4 Topic D: Drawing Conclusions Using Data from an Experiment
	Conditional Probability and the Rules of Probability	**Cluster: Understand independence and conditional probability and use them to interpret data.**	
		AII-S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Algebra II M4 Topic A: Probability
		AII-S.CP.4 Interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and calculate conditional probabilities.	Algebra II M4 Lesson 2: Calculating Probabilities of Events Using Two-Way Tables Algebra II M4 Lessons 3–4: Calculating Conditional Probabilities and Evaluating Independence Using Two-Way Tables

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
		Cluster: Use the rules of probability to compute probabilities of compound events in a uniform probability model.	
		AII-S.CP.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	Algebra II M4 Lesson 7: Probability Rules