New York State Next Generation Mathematics Learning Standards		
Algebra II Crosswalk		
Number and Quantity **Quantities (N-Q)**		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Reason quantitatively and used units to solve problems.	**N-Q.2** Define appropriate quantities for the purpose of descriptive modeling. PARCC: This standard will be assessed in Algebra II by ensuring that some modeling tasks (involving Algebra II content or securely held content from previous grades and courses) require the student to create a quantity of interest in the situation being described (i.e., this is not provided in the task). For example, in a situation involving periodic phenomena, the student might autonomously decide that amplitude is a key variable in a situation, and then choose to work with peak amplitude.	**STANDARD REMOVED**

New York State Next Generation Mathematics Learning Standards		
Algebra II Crosswalk		
Algebra **Seeing Structure in Expressions (A.SSE)**		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Write expressions in equivalent forms to reveal their characteristics.	**A-SSE.3**	

New York State Next Generation Mathematics Learning Standards		
Algebra II Crosswalk		
Algebra **Arithmetic with Polynomials and Rational Expressions (A.APR)**		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Understand the relationship between zeros and factors of polynomials.	**A-APR.2** ~~Know and~~ 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 $p(x)$.	**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 $p(x)$.
	A-APR.3 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.~~ PARCC: i) Tasks include quadratic, cubic, and quartic polynomials and polynomials for which factors are not provided. For example, find the zeros of $(x^2 - 1)(x^2 + 1)$.	**AII-A.APR.3** Identify zeros of polynomial functions when suitable factorizations are available. (Shared standard with Algebra I)
Use polynomial identities to solve problems.	**A-APR.4** Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* *can be used to generate Pythagorean triples.*	

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New York State Next Generation Mathematics Learning Standards		
Algebra II Crosswalk		
Functions **Interpreting Functions (F.IF)**		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Analyze functions using different representations.	**F-IF.7** Graph functions expressed symbolically	

New York State Next Generation Mathematics Learning Standards

Algebra II Crosswalk

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New York State Next Generation Mathematics Learning Standards		
Algebra II Crosswalk		
Geometry **Expressing Geometric Properties with Equations (G.GPE)**		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Translate between the geometric description and the equation for a conic section.	**G-GPE.2** Derive the equation of a parabola given a focus and directrix.	**STANDARD REMOVED**

New York State Next Generation Mathematics Learning Standards		
Algebra II Crosswalk		
Statistics and Probability **Making Inferences and Justifying Conclusions (S.IC)**		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Understand and evaluate random processes underlying statistical experiments.	**S-IC.1** Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	**STANDARD REMOVED**
	S-IC.2 ~~Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*~~	**AII-S.IC.2 Determine if a value for a sample proportion or sample mean is likely to occur based on a given simulation.** **Note:** **For the purposes of this course, if the statistic falls within two standard deviations of the mean (95% interval centered on the population parameter), then the statistic is considered likely (plausible, usual).**
Make inferences and justify conclusions from sample surveys, experiments and observational studies	**S-IC.3** Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	**AII-S.IC.3** Recognize the purposes of and differences among surveys, experiments, and observational studies. Explain how randomization relates to each.
	S-IC.4 ~~Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.~~	**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.**
	S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	**STANDARD REMOVED**
	S-IC.6 ~~Evaluate reports based on data.~~	**AII-S.IC.6a Use the tools of statistics to draw conclusions from numerical summaries.** **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.**