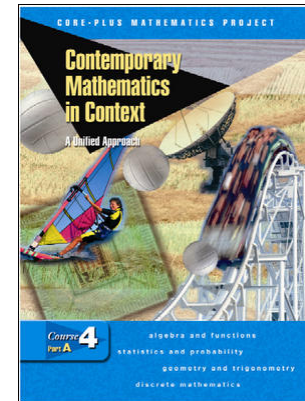
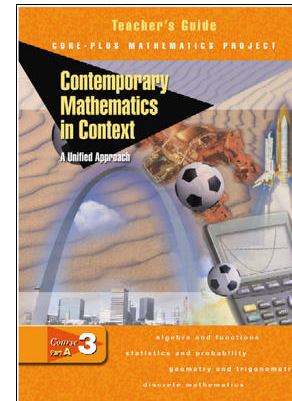
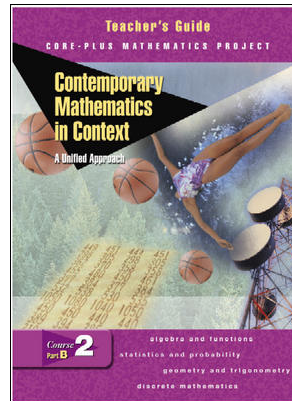
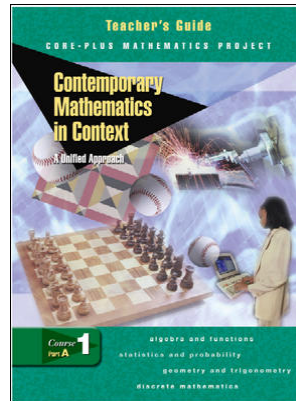


**Contemporary
Mathematics
in Context**
A Unified Approach
Courses 1, 2, 3, 4
© 2003



STANDARDS

PAGE REFERENCES

Course 1

Course 2

Course 3

Course 4

M11.A Numbers and Operations

ASSESSMENT ANCHOR

M11.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.A.1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, exponents and scientific notation). Reference: 2.1.8.A, 2.1.8.B, 2.1.11.A				
M11.A.1.1.1 Find the square root of an integer to the nearest tenth using either a calculator or estimation.	Student Edition: 72, 364 #4 Annotated Teacher Edition: E T72, T364 #4b; M T369 #2c, #3f, T370 #5c	Student Edition: 83 #5a, 96 #3b, 128 #3g, 290 #1, 291 #2d-#2e, 305 #1, 306 #2b, 307 #2 <i>On Your Own</i> 84, 293 Annotated Teacher Edition: CMT T293; I T290 Teacher Classroom Resources: <i>Master 100</i>	Student Edition: <i>On Your Own</i> 433	Student Edition: 21 #8, 73 #10, 183 #5, 209 #10, 269 #10, 317 #10
M11.A.1.1.2 Express numbers and/or simplify expressions using scientific notation (including numbers less than 1).	Student Edition: 412 Extending #1, 426 #7c, 428 #5a, 477 #1d <i>On Your Own</i> 427 part e Annotated Teacher Edition: E T412	Student Edition: 244 #4c	See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i> .	See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i> .

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.A.1.1.3 Simplify square roots. (e.g., $\sqrt{24} = 2\sqrt{6}$)	Student Edition: 72, 364 #4 Annotated Teacher Edition: E T72, T364 #4b; M T369 #2c, #3f, T370 #5c	Student Edition: 83 #5a, 96 #3b, 128 #3g, 136 #3, 290 #1, 291 #2d-#2e, 292 #3-#4, 296 #2b, 305 #1, 306 #2b, 307 #2, 317 #6 <i>On Your Own</i> 84, 293, 297 Annotated Teacher Edition: CMT T293; I T290, T294 Teacher Classroom Resources: <i>Master 27, 100</i>	Student Edition: <i>On Your Own</i> 433	Student Edition: 21 #8, 73 #10, 183 #5, 209 #10, 269 #10, 317 #10
M11.A.1.2 Apply number theory concepts to show relationships between real numbers in problem solving settings. Reference: 2.1.8.E				
M11.A.1.2.1 Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.	GCF and LCM can be introduced with the following examples. Student Edition: 193 #3, 236 #5, 239 #1, 240 #4, 247 #5b, 480 #5 <i>Checkpoint 237</i> Annotated Teacher Edition: E T236 #5; M T150 #5a; N T480; R T151 #4	See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i> .	The teacher can use the following to help meet this standard. Student Edition: 275 #4 (number theory)	See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i> .

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.A.1.3 Estimate the value of an irrational number. Reference: 2.2.8.C				
M11.A.1.3.1 Locate/identify irrational numbers at the approximate location on a number line.	The placement of irrational numbers on number lines can be discussed with the following examples. Student Edition: 16 #3, 24 #1, 52, 81 #2 <i>Checkpoint 18</i> Annotated Teacher Edition: E T142 #1; SS T18	See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i> .	See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i> .	Student Edition: 390, 593 #1
M11.A.1.3.2 Compare and/or order any real numbers (rational and irrational may be mixed).	Student Edition: 374, 390, 394, 402-406, 415 <i>Checkpoint 389 #d</i> Annotated Teacher Edition: A T391; E T390-T391, T405; M T397; SS T391	See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i> .	See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i> .	Student Edition: 390, 593 #1

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
ASSESSMENT ANCHOR				
M11.A.2 Understand the meanings of operations, use operations and understand how they relate to each other.				
M11.A.2.1 Apply ratio and/or proportion in problem-solving situations. <i>Reference: 2.2.11.A, 2.8.11.P</i>				
M11.A.2.1.1 Solve problems using operations with rational numbers including rates and percents (single and multi-step and multiple procedure operations) (e.g., distance, work and mixture problems, etc.).	Student Edition: 117 #4, 119 Organizing #3-#4, 120 #3, 136 #2d, #3, 139 #1, 188 #b, 203 #3b, 221 #4 <i>On Your Own</i> 115 #a Annotated Teacher Edition: A T115; SS T115	Student Edition: 60 #2, 67 #2, 68 #4-#5, 73 #4, 251-252 <i>On Your Own</i> 66 Teacher Classroom Resources: <i>Master 88</i>	Student Edition: 311 #3	Student Edition: 409 #3-#4, 410 #6, 683 #2
M11.A.2.1.2 Solve problems using direct and inverse proportions.	Student Edition: 176-177 #3-#4, 182 <i>Checkpoint</i> 187 Annotated Teacher Edition: E T182; M T176-T177 #3-#4	Student Edition: 251-252, 253-255, 256-258, 259-264 <i>Checkpoint</i> 317 Annotated Teacher Edition: CMT T259; I T253 Teacher Classroom Resources: <i>Assessment</i> 133-135, 136-138 <i>Master 88</i>	Student Edition: 6 #1, 10, 11-13, 15 #5, 218, 300 #4, 322 #2 Annotated Teacher Edition: I T298	Student Edition: 50 #1, 134 #1, 178 #1, 206 #4, 268 #1, 279 #3, 287 #7, 663 #4, 684-687 Annotated Teacher Edition: A T821

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.A.2.1.3 Identify and/or use proportional relationships in problem solving settings.	Student Edition: 176-177 #3-#4, 182 <i>Checkpoint 187</i> Annotated Teacher Edition: E T182; M T176-T177 #3-#4	Student Edition: 251-252, 253-255, 256-258, 259-264 <i>Checkpoint 317</i> Annotated Teacher Edition: CMT T259; I T253 Teacher Classroom Resources: <i>Assessment 133-135, 136-138</i> <i>Master 88</i>	Student Edition: 6 #1, 10, 11-13, 15 #5, 218, 300 #4, 322 #2 Annotated Teacher Edition: I T298	Student Edition: 50 #1, 134 #1, 178 #1, 206 #4, 268 #1, 279 #3, 287 #7, 663 #4, 684-687 Annotated Teacher Edition: A T821
M11.A.2.2 Use exponents, roots and/or absolute value to solve problems. <i>Reference: 2.1.11.A</i>				
M11.A.2.2.1 Simplify/evaluate expressions involving positive and negative exponents, roots and/or absolute value (may contain all types of real numbers - exponents should not exceed power of 10).	Student Edition: 136 #2-#3, 193 #3, 425 #5c, 433 #1, 434 #4, 436 #5, 480 #5 Annotated Teacher Edition: N T480; O T150 #4; T T151 #4	Student Edition: 83 #5a, 96 #3b, 128 #3g, 290 #1, 291 #2d-#2e, 305 #1, 306 #2b, 307 #2 <i>On Your Own 84, 293</i> Annotated Teacher Edition: CMT T 293; I T290 Teacher Classroom Resources: <i>Master 100</i>	Student Edition: 176 #2, 195 #8d, 213 #5, 217 #3, 218 #a-#b, 256 #13, 257 #e <i>Checkpoint 214</i> <i>On Your Own 433</i> Teacher Classroom Resources: <i>Master 76</i>	Student Edition: 51 #10, 107 #10, 159-163, 165 #4, 166 #5b, 167 #7, 257 #10, 299 #10, 353 #10 <i>Checkpoint 168</i> Annotated Teacher Edition: CMT T206, T212; I T201, T207 Teacher Classroom Resources: <i>Master 65a, 65b, 66</i>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
<p>M11.A.2.2.2 Simplify/ evaluate expressions involving multiplying with exponents (e.g. $x^6 * x^7 = x^{13}$), powers of powers (e.g., $(x^6)^7 = x^{42}$) and powers of products $(2x^2)^3 = 8x^6$ (positive exponents only).</p>	<p>Student Edition: 148-149 #3, 153 #3, 193 #3, 425 #5c, 433 #1, 434 #4, 436 #5, 480 #5 <i>Experiment 2</i> 145 <i>On Your Own</i> 146-147 Annotated Teacher Edition: N T480</p>	<p>Student Edition: 13, 30, 40 #11, 43 #4-#6, 238, 300-301, 306 #2c-#2g, 307 #1, 308 #2, 309 #3 <i>Checkpoint</i> 302 <i>On Your Own</i> 302 Annotated Teacher Edition: CMT T302 Teacher Classroom Resources: <i>Master</i> 104</p>	<p>Student Edition: 176 #2, 195 #8d, 213 #5, 217 #3, 218 #a-#b, 256 #13, 257 #e <i>Checkpoint</i> 214 <i>On Your Own</i> 433 Teacher Classroom Resources: <i>Master</i> 76</p>	<p>Student Edition: 51 #10, 107 #10, 159-163, 165 #4, 166 #5b, 167 #7, 257 #10, 299 #10, 353 #10 <i>Checkpoint</i> 168 Annotated Teacher Edition: CMT T206, T212; I T201, T207 Teacher Classroom Resources: <i>Master</i> 65a, 65b, 66</p>
<p>ASSESSMENT ANCHOR</p>				
<p>M11.A.3 Compute accurately and fluently and make reasonable estimates.</p>				
<p>M11.A.3.1 Apply the order of operations in computation and in problem-solving situations. Reference: 2.2.8.A</p>				
<p>M11.A.3.1.1 Simplify/evaluate expressions using the order of operations to solve problems (any rational numbers may be used).</p>	<p>Student Edition: 136 #2-#3, 148-149 #3, 153 #3, 193 #3, 425 #5c, 433 #1, 434 #4, 436 #5, 480 #5 Annotated Teacher Edition: O T150 #4; R T151 #4</p>	<p>Student Edition: 300-302, 306 #2-#3, 307 #1, 308 #2, 309 #3 Annotated Teacher Edition: CMT T302</p>	<p>Student Edition: 210 #5, 214 #a, 217 #3 Teacher Classroom Resources: <i>Master</i> 68, 71, 76</p>	<p>Student Edition: 50 #2, 51 #10, 72 #2, 107 #9, 134 #2, 178 #2, 238 #1, 256 #2, 298 #2, 316 #1, 352 #2</p>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.A.3.2 Use estimation strategies in problem-solving situations. <i>Reference: 2.2.11.B, 2.2.11.D</i>				
M11.A.3.2.1 Use estimation to solve problems.	Student Edition: 76 #2, 77 #3, 100 #4b, 195 #2, 197 #4-#5, 203 #3, 207 #1 <i>Checkpoint 78</i> Annotated Teacher Edition: E T197, T207	Student Edition: 21 #3e, 64 #3e, 69 #2c, 193 #8a, 213 #d, 224 #3, 226 #4e, 267 #3b, 278 #1, 283 #1b, 410 #5 <i>On Your Own 191</i> Annotated Teacher Edition: I T278	Student Edition: 6-10, 14-16, 26-27, 28-31, 47-48, 49-51, 68-73, 93-95, 229 #1 <i>Checkpoint 13</i>	Student Edition: 29 #1, 30 #3, 49 #4, 55 #2, 88 #4, 109 #1e, 153 #5c, 628-639 <i>Checkpoint 35</i> <i>On Your Own 37</i>
M11.B Measurement				
ASSESSMENT ANCHOR				
M11.B.1 Apply appropriate techniques, tools and formulas to determine measurements.				
M11.B.1.1 Use and/or compare measurements of angles. <i>Reference: 2.3.11.A, 2.3.11.B</i>				
M11.B.1.1.1 Measure and/or compare angles in degrees (up to 360°) (protractor must be provided or drawn).	Student Edition: 362-365, 366-372 Annotated Teacher Edition: CMT T365; I T362	Student Edition: 371 #3a, 395-399, 417 #7, 421	Student Edition: 279 #1, 280 #2, 281 #3, 283 #2, 285 #5, 288 #2, 291 #4 <i>Checkpoint 284</i> <i>On Your Own 286</i>	Student Edition: 239 #8, 299 #8, 405 #8, 599 #10, 665 #8

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
<p>M11.B.1.2 Use and/or develop procedures to determine or describe measures of perimeter, circumference, area, surface area and/or volume. (May require conversions within the same system.)</p> <p>Reference: 2.3.8.A, 2.3.8.D</p>				
<p>M11.B.1.2.1 Calculate the surface area of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.</p>	<p>Student Edition: 332 #5, 376 #9, 377 #1, #2c-d, 378 #3b, 379 #3, 380 #2, #4, 381-382</p> <p>Annotated Teacher Edition: M T381-T382; N T381; SS T332</p>	<p>Student Edition: 235 #1, 236 #3, 239 #1, 241 #1, 248 #3, 249 #4</p> <p><i>Checkpoint 237</i></p> <p><i>On Your Own 238</i></p> <p>Annotated Teacher Edition: I T235</p> <p>Teacher Classroom Resources: <i>Master 83</i></p>	<p>Student Edition: 18 #4d-#4e, 22 #2, 24 #4, 437 #5</p>	<p>Student Edition: 418-419 #4</p> <p><i>On Your Own 412</i></p>
<p>M11.B.1.2.2 Calculate the volume of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.</p>	<p>Student Edition: 374-375 #4-#7, 377 #2c-d, 378 #3b, 380 #2-#4, 381-382</p> <p>Annotated Teacher Edition: E T375; M T381-T382</p>	<p>Student Edition: 236 #1, 237 #2, 241 #1, 247 #1</p> <p><i>Checkpoint 237</i></p> <p><i>On Your Own 238</i></p> <p>Teacher Classroom Resources: <i>Master 83</i></p>	<p>Student Edition: 18 #4, 22 #2, 426 #5, 435 #2, 553 #1d</p>	<p>Student Edition: 419 #5b</p> <p><i>On Your Own 412</i></p>
<p>M11.B.1.2.3 Estimate area, perimeter or circumference of an irregular figure.</p>	<p>Student Edition: 357 #4, 382 #4e</p> <p><i>On Your Own 359</i></p> <p>Annotated Teacher Edition: A T359; E T357</p>	<p>Student Edition: 400-403, 406-411</p> <p>Annotated Teacher Edition: CMT T404; I T400</p>	<p>Student Edition: 426 #5</p> <p><i>On Your Own 27, 31, 36</i></p>	<p>Student Edition: 565 #4</p>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
<p>M11.B.1.2.4 Find the measurement of a missing length given the perimeter, circumference, area or volume.</p>	<p>Student Edition: 356 #2-#3, 360 #9, 362-365, 366, 369 #3 <i>Checkpoint</i> 358 <i>On Your Own</i> 361 Annotated Teacher Edition: A T361; M T366, T369 #3</p>	<p>Student Edition: 248 #3, 260 #3</p>	<p>Student Edition: 18 #4c, 23 #2b, 38 #7, 219 #3</p>	<p>Student Edition: 107 #8, 507 #8, 641 #8</p>
<p>M11.B.1.3 Describe how a change in one dimension of a figure (2 or 3 dimensional) affects other measurements of that figure. Reference: 2.3.8.E</p>				
<p>M11.B.1.3.1 Describe how a change in the linear dimension of a figure affects its perimeter, circumference, area or volume.</p> <ul style="list-style-type: none"> • How does changing the length of the radius of a circle affect the circumference of the circle? • How does changing the length of the edge of a cube affect the volume of the cube? • How does changing the length of the base of a triangle affect the area of the triangle? 	<p>Student Edition: 136 #2, 360 #8-#9, 363 #3, 366 #1-#2, 369 #3 <i>On Your Own</i> 361 Annotated Teacher Edition: A T361; E T360 #8-#9, T363 #3; M T366, T369 #3a</p>	<p>Student Edition: 236 #2, 244 #4d, 248 #3, 249 #4, 260 #3 <i>Checkpoint</i> 237 <i>On Your Own</i> 238 Annotated Teacher Edition: CMT T237 Teacher Classroom Resources: <i>Assessment</i> 127-129, 130-132</p>	<p>Student Edition: 38 #7, 132 #2, 219 #3, 426 #5e, 435 #2, 553 #1c</p>	<p>See <i>Contemporary Mathematics in Context: A Unified Approach Courses 1 and 2.</i></p>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.C Geometry				
ASSESSMENT ANCHOR				
M11.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.				
M11.C.1.1 Identify and/or use parts of circles and segments associated with circles. <i>Reference: 2.9.11.F</i>				
M11.C.1.1.1 Identify and/or use the properties of a radius, diameter and/or tangent of a circle (given numbers should be whole).	Student Edition: 136, 357 #4g, 359, 371 #2-#4, 372 #2 Annotated Teacher Edition: M T371	Student Edition: 304 #4	Student Edition: 125-126 #1, 132 #2, 252 #4, 296 #5, 475 #5	Student Edition: 128 #5
M11.C.1.1.2 Identify and/or use the properties of arcs, semicircles, inscribed angles and/or central angles.	Student Edition: 372 #2 Annotated Teacher Edition: M T372 #2	Student Edition: 419-423, 428 #3, 430 #4	Student Edition: 296 #4-#5, 324 #5	Student Edition: 120 #2, 130 #5

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.C.1.2 Recognize and/or apply properties of angles, triangles and quadrilaterals. Reference: 2.9.8.D, 2.9.11.C				
M11.C.1.2.1 Identify and/or use properties of triangles (e.g., medians, altitudes, angle bisectors, side/angle relationships, Triangle Inequality Theorem).	Student Edition: 362-365, 366-372, 374 #3 <i>Checkpoint 365</i> Annotated Teacher Edition: CMT T365; E T374 #3; I T362	Student Edition: 108 #3, 121 #1, 143 #8, 166 #3b <i>Checkpoint 143</i> <i>On Your Own 144</i> Annotated Teacher Edition: C T143	Student Edition: 42 #2, 43 #4, 44 #3, 298 #1, 299 #3, 300 #3, 301 #7, 302 #9, 331 #3 <i>Checkpoint 303</i> <i>On Your Own 304</i> Annotated Teacher Edition: LO T297	Student Edition: 51 #8, 73 #8, 239 #8, 331 #8, 427 #8, 493 #8, 571 #8
M11.C.1.2.2 Identify and/or use properties of quadrilaterals (e.g., parallel sides, diagonals, bisectors, congruent sides/angles and supplementary angles).	Student Edition: 359, 385 #3, 386 #4, 401 #5 <i>Checkpoint 385</i> Annotated Teacher Edition: A T386; E T385; M T401 #5	Student Edition: 87 #3, 89 #5, 91 #3, 92 #5, 94 #5, 96 #3, 127 #2, 128 #4, 129 #5 <i>Checkpoint 90</i> <i>On Your Own 90</i> Annotated Teacher Edition: N T88 Teacher Classroom Resources: <i>Master 30</i>	Student Edition: 326 #1, 327 #3, 333 #1, 335 #1, 337 #2, 338 #3, 339 #4 <i>Checkpoint 328, 332</i> <i>On Your Own 329, 330</i> <i>Think About This Situation 325</i> Annotated Teacher Edition: CMT T308, T332 Teacher Classroom Resources: <i>Master 107, 108</i>	Student Edition: 107 #8, 269 #8, 381 #8, 507 #8

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.C.1.2.3 Identify and/or use properties of isosceles and equilateral triangles.	Student Edition: 374 #3, 375 #5c, 379 #2, 387 #6a Annotated Teacher Edition: E T374 #3; M T379 #2	Student Edition: 121 #1, 306 #5 Annotated Teacher Edition: O T87	Student Edition: 329 #3	Student Edition: 239 #8
M11.C.1.3 Use properties of congruence, correspondence and similarity in problem-solving settings involving two- and three-dimensional figures. Reference: 2.9.11.B				
M11.C.1.3.1 Identify and/or use properties of congruent and similar polygons or solids.	Student Edition: 390-394, 400 #5 <i>Checkpoint</i> 391, 398 #d Annotated Teacher Edition: A T391; E T390-T391; M T397, T400 #5; SS T391	Student Edition: 108 #3, 121 #1, 143 #8, 146 #1, 166 #3b <i>Checkpoint</i> 143 <i>On Your Own</i> 144 Annotated Teacher Edition: C T143	Student Edition: 42 #2, 298 #1, 300 #4, 301 #7, 302 #9, 305 #2, 306 #5, 307 #7, 308 #8, 334 #4 <i>Checkpoint</i> 303, 307 <i>On Your Own</i> 304 <i>Think About This Situation</i> 297 Annotated Teacher Edition: LO T297	Student Edition: 51 #8, 73 #8, 427 #8, 493 #8

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.C.1.4 Solve problems involving right triangles using the Pythagorean Theorem. <i>Reference: 2.10.11.B</i>				
M11.C.1.4.1 Find the measure of a side of a right triangle using the Pythagorean Theorem (Pythagorean Theorem included on the reference sheet).	Student Edition: 136 #1d, 359, 360 #7, 362-365, 366, 371 #2-#3, 372 #4 Annotated Teacher Edition: A T366; E T359, T362-T365, T374; M T366, T368, T370; SS T365	Student Edition: 83 #6, 290, 396 Annotated Teacher Edition: I T290	Student Edition: 26 #1, 28, 29 #1, 44 #3, 244 #2, 245 #3a, 246 #4b, 248 #2 <i>Checkpoint 27</i> Annotated Teacher Edition: I T244 Teacher Classroom Resources: <i>Master 10</i>	Student Edition: 390, 464 #1, 549 #2
ASSESSMENT ANCHOR M11.C.2 Locate points or describe relationships using the coordinate plane.				
M11.C.2.1 Solve problems using analytic geometry. <i>Reference: 2.9.11.G</i>				
M11.C.2.1.1 Calculate the distance and/or midpoint between 2 points on a number line or on a coordinate plane (formula provided on the reference sheet).	Student Edition: 193 #3d Annotated Teacher Edition: M T193 #3d	Student Edition: 82 ex 3, 83 #5, 85 #8, 86 #9, 88 #3c, 91 #2, 92 #5b, 95 #4, 96 #3b <i>Checkpoint 84</i> <i>On Your Own 84</i> Annotated Teacher Edition: CMT T86	Student Edition: 19 #2-#3, 242 #4, 558-561 <i>Checkpoint 48</i>	Student Edition: 21 #8, 330 #3, 548-549 #2, 570 #3

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
<p>M11.C.2.1.2 Relate slope to perpendicularity and/or parallelism (limit to linear algebraic expressions; slope formula provided on the reference sheet).</p>	<p>Student Edition: 183 #2, 184 #3c, 185 #4c, 186 #6b, 190 #2a, 192 Reflecting #2, 195 #2b, 196 #3, 205 #1 <i>Checkpoint</i> 96, 187 <i>On Your Own</i> 201 Annotated Teacher Edition: E T183-T186; M T188-T191</p>	<p>Student Edition: 87 #2b, 88 #2, 89 #6, 91 #3c, 95 #4, 96 #4 <i>Checkpoint</i> 90 Annotated Teacher Edition: CMT T90</p>	<p>See <i>Contemporary Mathematics in Context: A Unified Approach Course 2</i>.</p>	<p>Student Edition: 256 #3, 298 #3, 316 #3, 404 #3, 492 #3</p>
<p>M11.D Algebraic Concepts</p>				
<p>ASSESSMENT ANCHOR</p>				
<p>M11.D.1 Demonstrate an understanding of patterns, relations and functions.</p>				
<p>M11.D.1.1 Analyze and/or use patterns or relations. <i>Reference: 2.8.11.Q, 2.8.11.A, 2.8.11.O</i></p>				
<p>M11.D.1.1.1 Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.</p>	<p>Student Edition: 100 #4, 114 #2, 116-120, 119 #3, 132-134, 183 #2, 195 #2a, 337 #4, 422 #4, 435 #5, 441 #2-#3 <i>Checkpoint</i> 112 <i>Think About This Situation</i> 99, 181 Annotated Teacher Edition: A T113; N T442</p>	<p>Student Edition: 235-237, 245 #4, 246 #3, 248 #3d, 257, 262 #2, 274 #1 <i>Checkpoint</i> 270 <i>On Your Own</i> 256</p>	<p>Student Edition: 506-510, 511-515, 519 #2, 520 #3, 523 #6, 524 #7, 525 #1, 526 #1, 527 #3, 528 #5, 529 #6 Annotated Teacher Edition: CMT T514 Teacher Classroom Resources: <i>Master</i> 181a-181b, 182a-182b</p>	<p>Student Edition: 259-267, 648-652, 653-656, 657-660, 666-670, 689 #2 <i>Think About This Situation</i> 258 Annotated Teacher Edition: A T786; LO T781; SS T786</p>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
<p>M11.D.1.1.2 Determine if a relation is a function given a set of points or a graph.</p>	<p>Student Edition: 100 #4, 105 #5, 106-107 #3, 109 #2, 114 #2, 116-120, 122 #1, 123 #6, 124 #7, 128 #4, 131 #8, 134 #3e, 139 #2, 142-143, 144-146 <i>Checkpoint</i> 112 <i>Think About This Situation</i> 99, 181 Annotated Teacher Edition: A T113, T144; C T101; E T144; SS T146</p>	<p>See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i>.</p>	<p>Student Edition: 171, 173, 182 #1, 183 #2, 184 #4 <i>Checkpoint</i> 174 Annotated Teacher Edition: CMT T174; I T171 Teacher Classroom Resources: <i>Master</i> 63</p>	<p>See <i>Contemporary Mathematics in Context: A Unified Approach Course 3</i>.</p>
<p>M11.D.1.1.3 Identify the domain, range or inverse of a relation (may be presented as ordered pairs or a table).</p>	<p>Student Edition: 127, 175 #1, 178 #4, 188 #1, 206 #3, 213 #3 Annotated Teacher Edition: A T188; E T127 #1</p>	<p>Student Edition: 287 #3</p>	<p>Student Edition: 176 #3f, 177, 178 #6, 181 #3, 221 #2 <i>Checkpoint</i> 178 Teacher Classroom Resources: <i>Master</i> 64</p>	<p>Student Edition: 143-146, 147-149, 150-155 <i>On Your Own</i> 150</p>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
ASSESSMENT ANCHOR				
M11.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.				
M11.D.2.1 Write, solve and/or graph linear equations and inequalities using various methods. <i>Reference: 2.8.8.F, 2.8.11.D, 2.8.11.H, 2.8.11.J, 2.8.11.N, 2.8.11.L, 2.8.11.K</i>				
M11.D.2.1.1 Solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).	Student Edition: 213 #3, 214 #6, 215, 216 #1, 218 #1-#3, 219 #2 <i>Checkpoint 214</i> Annotated Teacher Edition: E T213; M T218, T219 #2	Student Edition: 61 #5 <i>Checkpoint 62</i>	Student Edition: 233 #11-#12 <i>On Your Own 234</i>	Student Edition: <i>On Your Own 663</i>
M11.D.2.1.2 Identify or graph functions, linear equations or linear inequalities on a coordinate plane.	Student Edition: 213, 214 #6, 217 #3, 218 #1-#2, 219 #1, 223 #3, 224 #4, 226 #2, 227 #3 <i>Checkpoint 214</i> Annotated Teacher Edition: M T216-T218	Student Edition: 97 #1, 98 #2, 102 #2a, 103 #3a, 279 #5, 285 #2, 286 #5 <i>On Your Own 280, 282</i> Teacher Classroom Resources: <i>Master 96, 97</i>	Student Edition: 226-228, 229-233, 234-239 Annotated Teacher Edition: I T226; SS T228	Student Edition: 367 #2, 552-554, 661-663
M11.D.2.1.3 Write, solve and/or apply a linear equation (including problem situations).	Student Edition: 220, 225 #2d, 238 #b-#d, 239-242 <i>Checkpoint 237</i> Annotated Teacher Edition: E T184 #3e; M T224 #3; R T225 #4b	Student Edition: 97 #1, 98 #2, 102 #2a, 103 #3a, 279 #5, 285 #2, 286 #5 <i>On Your Own 280, 282</i> Teacher Classroom Resources: <i>Master 96, 97</i>	Student Edition: 226-228, 229-233, 234-239 Annotated Teacher Edition: I T226; SS T228	Student Edition: 367 #2, 552-554, 661-663

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.D.2.1.4 Write and/or solve systems of equations using graphing, substitution and/or elimination (limit systems to 2 equations).	Student Edition: 226-228 #1-#4, 230 #4, 231 #2-#3, 232 #1-#4 <i>Checkpoint 228</i> Annotated Teacher Edition: E T226-T227; M T229-T230; R T232; SS T228	Student Edition: 59-62, 63-65, 66 #1, 67 #2, 68 #4, 70 #3, 71 #3, 72 #2, 73 #3, 77 #3 <i>Checkpoint 78</i> Annotated Teacher Edition: CMT T62	Student Edition: 47-48, 52-55, 56-62, 68-72, 74-76, 78-79 Annotated Teacher Edition: CMT T55, T72; I T47; SS T55	Student Edition: 50 #3, 367 #2-#3, 380 #3, 404 #3, 544 #3, 567 #2, 598 #5, 626 #3, 678 #3, 690 #4
M11.D.2.1.5 Solve quadratic equations using factoring (integers only – not including completing the square or the Quadratic Formula).	Student Edition: 153 #3, 193 #3, 236 #5 <i>Checkpoint 237</i> Annotated Teacher Edition: E T236 #5; M T150 #5a; R T151 #4	Student Edition: 279 #5, 285 #1 <i>On Your Own 280, 282</i> Annotated Teacher Edition: I T278; JE T280	Student Edition: 209 #2, 210 #3, 230 #2, 231 #6, 237 #2, 238 #2b, 239 #4 <i>Checkpoint 211</i> <i>On Your Own 212</i> Annotated Teacher Edition: CMT T211	Student Edition: 361 #1, 362, 386 #3, 387 #5, 388 #6, 397 #2 <i>Checkpoint 384, 389</i> <i>On Your Own 389</i> <i>Think About This Situation 382</i>
M11.D.2.2 Simplify expressions involving polynomials. <i>Reference: 2.8.11.S</i>				
M11.D.2.2.1 Add, subtract and/or multiply polynomial expressions (express answers in simplest form – nothing larger than a binomial multiplied by a trinomial).	Student Edition: 236, 238, 239 #1, 240 #2, 247 #5b <i>Checkpoint 237</i> Annotated Teacher Edition: A T237; E T236 #5	Student Edition: 266-270, 274-277, 278-279, 280-281, 283 #3, 285 #1-#2, 286 #3-#4, 288 #2, 315 #4b Annotated Teacher Edition: I T278	Student Edition: 193 #1, 195 #7, 198 #1, 199 #7, 200 #8, 207 #3, 217 #3, 220 #1 <i>On Your Own 197, 201, 218</i>	Student Edition: 20 #4, 21 #10, 51 #10, 72 #2, 73 #9, 134 #2, 178 #2

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
<p>M11.D.2.2.2 Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form ax^2+bx+c where a is not equal to 0).</p>	<p>Factoring algebraic expressions can be discussed with the following examples. Student Edition: 193 #3, 236 #5, 239 #1, 240 #4, 247 #5b, 480 #5 <i>Checkpoint 237</i> Annotated Teacher Edition: E T236 #5; M T150 #5a; N T480; R T151 #4</p>	<p>Student Edition: 279 #5, 285 #1 <i>On Your Own 280, 282</i> Annotated Teacher Edition: I T278; JE T280</p>	<p>Student Edition: 209 #2, 210 #3, 211 #7, 220 #1, 230 #2, 231 #6, 237 #2, 238 #2b, 239 #4 <i>Checkpoint 211</i> <i>On Your Own 212</i> Annotated Teacher Edition: CMT T211</p>	<p>Student Edition: 361 #1, 362, 386 #3, 387 #5, 388 #6, 397 #2 <i>Checkpoint 384, 389</i> <i>On Your Own 389</i> <i>Think About This Situation 382</i></p>
<p>M11.D.2.2.3 Simplify algebraic fractions.</p>	<p>Student Edition: 117 #4c, 133 #2e, 136 #2d, 145, 147 #1b Annotated Teacher Edition: M T117 #4c, T133 #2e, T136 #2d; S T155 #2g</p>	<p>See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i>.</p>	<p>Student Edition: 216 #2, 217 #3-#4 <i>Checkpoint 217</i> <i>On Your Own 218</i></p>	<p>Student Edition: 21 #9, 156 #4, 157 #10, 179 #7, 209 #7, 239 #7, 269 #9, 352 #2, 380 #2, 544 #2, 570 #2, 679 #7</p>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
ASSESSMENT ANCHOR				
M11.D.3 Analyze change in various contexts.				
M11.D.3.1 Describe and/or determine change. <i>Reference: 2.8.8.J, 2.11.8.B</i>				
M11.D.3.1.1 Identify, describe and/or use constant or varying rates of change.	Student Edition: 182-186, 191 #3, 192 #1-#2, 195 #1e <i>Checkpoint 187</i> Annotated Teacher Edition: E T182-T186	Student Edition: 81 #1c, 85 #7e, 87 #2, 88 #3c, 89 #6, 94 #1, 95 #4, 96 #4a, 106 #1a <i>Checkpoint 90</i> Annotated Teacher Edition: CMT T90 Teacher Classroom Resources: <i>Master 30</i>	Student Edition: 21 #7, 242 #4	Student Edition: 20 #3, 29-31, 134 #3, 238 #3, 478 #3, 664 #3
M11.D.3.1.2 Determine how a change in one variable relates to a change in a second variable (e.g., $y=4/x$, if x doubles, what happens to y ?).	Student Edition: 100 #4, 114 #2, 116-120, 132-134, 183 #2, 422 #4, 435 #5, 441 #2-#3 <i>Checkpoint 112</i> <i>Think About This Situation</i> 99, 181 Annotated Teacher Edition: A T113; M T134-T135	Student Edition: 89 #6b, 98 #3, 254 #4, 260 #3 <i>Checkpoint 252, 255</i> <i>On Your Own</i> 256	Student Edition: 7 #3, 9 #6, 15 #2 <i>Checkpoint 9, 16</i> <i>On Your Own</i> 5, 10 Annotated Teacher Edition: CMT T9 Teacher Classroom Resources: <i>Master 5, 8</i>	Student Edition: 103 #2, 154 #3, 207 #3e, 430 #4

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.D.3.2 Compute and/or use the slope of a line. <i>Reference: 2.8.11.J, 2.8.11.L</i>				
M11.D.3.2.1 Apply the formula for the slope of a line to solve problems (formula given on reference sheet).	Student Edition: 183 #2, 184 #3, 185 #4c, 186 #6b, 190 #2a, 192 #2, 195 #2b, 196 #3, 205 #1 <i>Checkpoint 187</i> <i>On Your Own 187-188, 201</i>	Student Edition: 81 #1c, 85 #7e, 87 #2, 88 #3c, 89 #6, 94 #1, 95 #4, 96 #4a, 106 #1a <i>Checkpoint 90</i> Annotated Teacher Edition: CMT T90 Teacher Classroom Resources: <i>Master 30</i>	Student Edition: 21 #7, 242 #4	Student Edition: 20 #3, 29-31, 134 #3, 238 #3, 478 #3, 664 #3
M11.D.3.2.2 Given the graph of the line, 2 points on the line, or the slope and a point on a line, write or identify the linear equation in point-slope, standard and/or slope-intercept form.	Student Edition: 183 #2c, 184 #3c, 186 #6b <i>On Your Own 187-188, 195 #2c</i> Annotated Teacher Edition: M T191 #3b	Student Edition: 96 #4b, 97 #1, 98 #2, 102 #2a, 103 #3a, 104 #1	Student Edition: 19 #2	Student Edition: 72 #3, 178 #3, 208 #3, 256 #3, 316 #3, 506 #5, 598 #3, 640 #3

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.D.3.2.3 Compute the slope and/or y-intercept represented by a linear equation or graph.	Student Edition: 183 #2, 185 #4, 191 #3, 192 #2, 195 #2b, 196 <i>Checkpoint 187</i> <i>On Your Own 187-188, 201</i> Annotated Teacher Edition: E T183 #2, T196; SS T201	Student Edition: 81 #1c, 85 #7e, 87 #2, 88 #3c, 89 #6, 94 #1, 95 #4, 96 #4a, 106 #1a <i>Checkpoint 90</i> Annotated Teacher Edition: CMT T90 Teacher Classroom Resources: <i>Master 30</i>	Student Edition: 21 #7, 242 #4	Student Edition: 20 #3, 29-31, 134 #3, 238 #3, 478 #3, 664 #3
ASSESSMENT ANCHOR M11.D.4 Describe or use models to represent quantitative relationships.				
M11.D.4.1 Interpret and/or use linear, quadratic and/or exponential functions and their equations, graphs or tables. <i>Reference: 2.8.11.K, 2.8.11.Q</i>				
M11.D.4.1.1 Match the graph of a given function to its table or equation.	Student Edition: 129 #5, 144 #1, 148 #2, 154, 160 #1-#2, 167, 189 #3, 197 #4, 203-204 #4 Annotated Teacher Edition: E T144, T160 #1-#2; M T189 #3, T204 #4	Student Edition: 97 #1a, 98 #2a, 103 #3, 104 #1 Annotated Teacher Edition: I T97	Student Edition: 59 #2 <i>Checkpoint 48, 55</i>	Student Edition: 21 #5, 50 #4, 73 #7, 178 #5, 179 #9, 208 #3, 256 #5, 268 #5, 299 #7, 330 #4, 405 #7, 457 #10, 479 #10, 507 #10, 545 #7, 599 #7

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.E Data Analysis and Probability				
ASSESSMENT ANCHOR				
M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.				
M11.E.1.1 Appropriately display and/or use data in problem-solving settings. <i>Reference: 2.6.11.A, 2.6.8.E</i>				
M11.E.1.1.1 Create and/or use appropriate graphical representations of data, including box-and-whisker plots, stem-and-leaf plots or scatter plots.	Student Edition: 9 #4, 10 #5, 17 #5, 20 #1, 21 #2a, 23 #6a, 24 #1 <i>Checkpoint 18</i> <i>On Your Own 11</i> Annotated Teacher Edition: E T10 #5	Student Edition: 171 #1a, 174 #3, 180 #2, 184 #1a, 189 #4a, 200 #1, 205 #2a, 209 #2 <i>Checkpoint 173</i> <i>On Your Own 179</i> Teacher Classroom Resources: <i>Master 56, 58, 59</i>	Student Edition: 492 #3c, 495 #1d, 501 #2, 506 #1a, 508 #6a, 521 #1a, 522 #3a, 524 #7d <i>On Your Own 494</i>	Student Edition: 180-185, 186-189, 190-195, 198-201, 202-207, 212 #8 Annotated Teacher Edition: CMT T250; I T238, T248; N T232; PP T245 Teacher Classroom Resources: <i>Master 70, 71, 72</i>
M11.E.1.1.2 Analyze data and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots or scatter plots.	Student Edition: 9 #4, 10 #6, 17 #4, 21 #2b-#2d, 23 #6b <i>Checkpoint 18</i> <i>Think About This Situation 15</i> Annotated Teacher Edition: E T9 #4	Student Edition: 172 #2, 174 #4, 175 #5, 183 #2, 192 #7, 193 #8, 207 #4 <i>On Your Own 191</i> <i>Think About This Situation 187</i> Teacher Classroom Resources: <i>Master 68</i>	Student Edition: 50 #3, 52 #1, 53 #2, 401 #3, 459 #3, 561-564 <i>Checkpoint 51</i> Annotated Teacher Edition: I T561	Student Edition: 190 #2, 192 #4, 194 #2, 199 #1, 202 #1, 304 #3 <i>On Your Own 189, 201</i> <i>Think About This Situation 181</i>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
ASSESSMENT ANCHOR				
M11.E.2 Select and/or use appropriate statistical methods to analyze data.				
M11.E.2.1 Use measures of central tendency to describe a set of data. <i>Reference: 2.6.8.A, 2.6.11.A</i>				
M11.E.2.1.1 Calculate or select the appropriate measure of central tendency (mean, mode or median) of a set of data given or represented on a table, line plot or stem-and-leaf plot.	Student Edition: 16 #25, 19, 36 #65, 61-62 #1, #4, 72-73, 106 #2 <i>Checkpoint 51</i> Annotated Teacher Edition: E T16 #2b, T19, T36 #6b; M T62 #1, #4, T72-T73; SS T51	Student Edition: 91 #4, 109	Student Edition: 347 #2a, 349 #7-#8, 352 #2a, 353 #7, 356 #2a, 358 #1, 359 #2 <i>On Your Own</i> 350, 354	See data analysis on the following pages: Student Edition: 158, 162 #9, 166 #5, 180, 190 #1, 191 #3, 192 #1, 194 #2 <i>On Your Own</i> 185, 189
M11.E.2.1.2 Calculate and/or interpret the range, quartiles and interquartile range of data.	Student Edition: 16 #25, 19, 36 #65, 61-62 #1, #4, 72-73 <i>Checkpoint 51</i> Annotated Teacher Edition: E T16 #2b, T19, T36 #6b; M T62 #1, #4, T72-T73; SS T51	See <i>Contemporary Mathematics in Context: A Unified Approach Course 1</i> .	Student Edition: 347 #2, 354 #1, 361 #3 <i>Checkpoint 350</i> Annotated Teacher Edition: CMT T350	See data analysis on the following pages: Student Edition: 158, 162 #9, 166 #5, 180, 190 #1, 191 #3, 192 #1, 194 #2 <i>On Your Own</i> 185, 189

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.E.2.1.3 Describe how outliers affect measures of central tendency.	Student Edition: 16 #2b, 19, 36 #65, 61 #5, 62 #4, 72-73 <i>Checkpoint 51</i> Annotated Teacher Edition: E T16 #2b, T36 #6b; M T62 #4, T72-T73	Student Edition: 218 #4, 225 #3, 464 #3h-#3i, 465 #h, 467 #3f	Student Edition: 347 #2c, 349 #9, 353 #7, 356 #2, 357 #4, 369 #4 <i>Checkpoint 353</i> <i>On Your Own 354</i>	See <i>Contemporary Mathematics in Context: A Unified Approach Course 3</i> .
ASSESSMENT ANCHOR M11.E.3 Understand and/or apply basic concepts of probability or outcomes.				
M11.E.3.1 Apply probability and/or odds to practical situations. <i>Reference: 2.7.11.A, 2.7.11.E</i>				
M11.E.3.1.1 Find probabilities for independent, dependent or compound events and represent as a fraction, decimal or percent).	Student Edition: 492 #3, 495 #2, #4, 496 #2, 497 #6, 505 #1, 506 #2, 507 #3, 511 #4, 512 #5 <i>Think About This Situation 484</i> Annotated Teacher Edition: M T492 #3	Student Edition: 460 #2, 462 #1, 466 #1, 468 #2, 469 #2, 470 #4, 471-476, 477-484, 485-488, 489-494, 495-502, 503-509 Annotated Teacher Edition: CMT T488; I T472; N T485 Teacher Classroom Resources: <i>Master 159, 160</i>	Student Edition: 266 #1b, 405-410, 411 #1-#2, 412 #1, 413 #4, 414 #4, 415 #3 Annotated Teacher Edition: CMT T410; I T405	Student Edition: 241 #1, 242 #3, 243 #5, 250 #2, 251 #3, 252 #1, 253 #4 Annotated Teacher Edition: CMT T293; I T290 Teacher Classroom Resources: <i>Master 85</i>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
<p>M11.E.3.1.2 Find, convert and/or compare the probability and/or odds of a simple event.</p>	<p>Student Edition: 508 #5, 525 #3 Annotated Teacher Edition: M T508 #5; T525 #3</p>	<p>Student Edition: 460 #2, 462 #1, 466 #1, 468 #2, 469 #2, 470 #4, 471-476, 477-484, 485-488, 489-494, 495-502, 503-509 Annotated Teacher Edition: CMT T488; I T472; N T485 Teacher Classroom Resources: <i>Master 159, 160</i></p>	<p>Student Edition: 266 #1b, 405-410, 411 #1-#2, 412 #1, 413 #4, 414 #4, 415 #3 Annotated Teacher Edition: CMT T410; I T405</p>	<p>Student Edition: 241 #1, 242 #3, 243 #5, 250 #2, 251 #3, 252 #1, 253 #4 Annotated Teacher Edition: CMT T293; I T290 Teacher Classroom Resources: <i>Master 85</i></p>
<p>M11.E.3.2 Apply counting techniques in problem-solving settings. Reference: 2.7.8.A</p>				
<p>M11.E.3.2.1 Determine the number of permutations and/or combinations or apply the fundamental counting principle (formula provided on the reference sheet).</p>	<p>Student Edition: 421 #1, 422 #3, 424-427, 485 #1, 487 #3, 489 #7, 495 #4, 509 #4 <i>On Your Own 423</i> Annotated Teacher Edition: E T422 #3</p>	<p>Student Edition: 468 #2, 470 #4, 473 #26, 474 #4, 475 #8, 483 #3, 484 #4</p>	<p>Student Edition: 110 #3, 415 #3</p>	<p>Student Edition: 216-222, 223-228, 232-237, 241-249, 250-255 <i>Checkpoint 231</i> <i>On Your Own 229, 231</i></p>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
ASSESSMENT ANCHOR				
M11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.				
M11.E.4.1 Make predictions using data displays and probability. <i>Reference: 2.7.8.E, 2.6.11.D</i>				
M11.E.4.1.1 Estimate or calculate to make predictions based on a circle, line, bar graph or given situation.	Student Edition: 486 #1d-#1e, 487 #4, 488 #6e-#6f, 490 #f, 491 #1c, 492 #2d, #3e Annotated Teacher Edition: A T490 #f; E T488 #6e-#6f	Student Edition: 172 #2, 174 #4, 175 #5, 183 #2, 192 #7, 193 #8, 207 #4 <i>On Your Own</i> 191 <i>Think About This Situation</i> 187 Teacher Classroom Resources: <i>Master 68</i>	Student Edition: 50 #3, 52 #1, 53 #2, 401 #3, 459 #3, 561-564 <i>Checkpoint</i> 51 Annotated Teacher Edition: I T561	Student Edition: 180-185, 186-189, 190 #2, 191 #3, 192 #1, 195 #3, 198-201, 202-203 #1, 204-207, 212 #8 Annotated Teacher Edition: I T232; N T232
M11.E.4.1.2 Use probability to predict outcomes.	Student Edition: 508 #5, 525 #3 Annotated Teacher Edition: M T508 #5, T525 #3	Student Edition: 460 #2, 462 #1, 466 #1, 468 #2, 469 #2, 470 #4, 471-476, 477-484, 485-488, 489-494, 495-502, 503-509 Annotated Teacher Edition: CMT T488; I T472; N T485 Teacher Classroom Resources: <i>Master 159, 160</i>	Student Edition: 266 #1b, 405-410, 411 #1-#2, 412 #1, 413 #4, 414 #4, 415 #3 Annotated Teacher Edition: CMT T410; I T405	Student Edition: 241 #1, 242 #3, 243 #5, 250 #2, 251 #3, 252 #1, 253 #4 Annotated Teacher Edition: CMT T293; I T290 Teacher Classroom Resources: <i>Master 85</i>

STANDARDS	PAGE REFERENCES			
	Course 1	Course 2	Course 3	Course 4
M11.E.4.2 Analyze and/or interpret data on a scatter plot and/or use a scatter plot to make predictions. <i>Reference: 2.6.11.C, 2.6.11.D</i>				
M11.E.4.2.1 Draw, find and/or write an equation for a line of best fit for a scatter plot.	Student Edition: 77 #3, 92 Extending #1, 195 #2, 196 #3, 197 #4-#5, 204 #4, 207 #1, 208 #3, 209 #4 <i>Checkpoint 78</i> Annotated Teacher Edition: A T79 #a	Student Edition: 205 #2, 206 #2, 211-215, 216-219, 220-226, 227-231 Annotated Teacher Edition: I T212, T216; JE T231 Teacher Classroom Resources: <i>Master 71, 74, 77, 79</i>	Student Edition: 50 #3, 52 #1, 53 #2, 401 #3, 459 #3, 561-564 <i>Checkpoint 51</i> Annotated Teacher Edition: I T561	Student Edition: 180-185, 186-189, 190 #2, 191 #3, 192 #1, 195 #3, 198-201, 202-203 #1, 212 #8 Annotated Teacher Edition: I T232; N T232 Teacher Classroom Resources: <i>Master 70, 72</i>
M11.E.4.2.2 Make predictions using the equations or graphs of best-fit lines of scatter plots.	Student Edition: 92 #1-#3, 197 #4-#5, 204 #4, 207 #1, 208 #3, 209 #4 <i>Checkpoint 78</i> Annotated Teacher Edition: M T92	Student Edition: 213 #e, 218 #4, 222 #2c, 223 #4c, 229 #2d	Student Edition: 50 #3, 52 #1, 53 #2, 401 #3, 459 #3, 561-564 <i>Checkpoint 51</i> Annotated Teacher Edition: I T561	Student Edition: 180-185, 186-189, 190 #2, 191 #3, 192 #1, 195 #3, 198-201, 202-203 #1, 212 #8 Annotated Teacher Edition: I T232; N T232 Teacher Classroom Resources: <i>Master 70, 72</i>