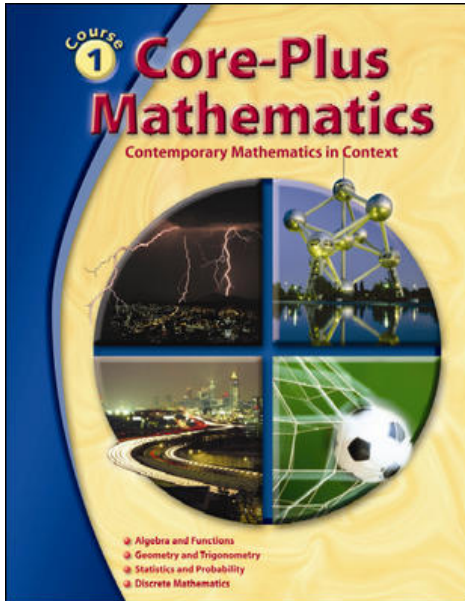




Macmillan/McGraw-Hill

Combined Curriculum Document  
High School - Mathematics

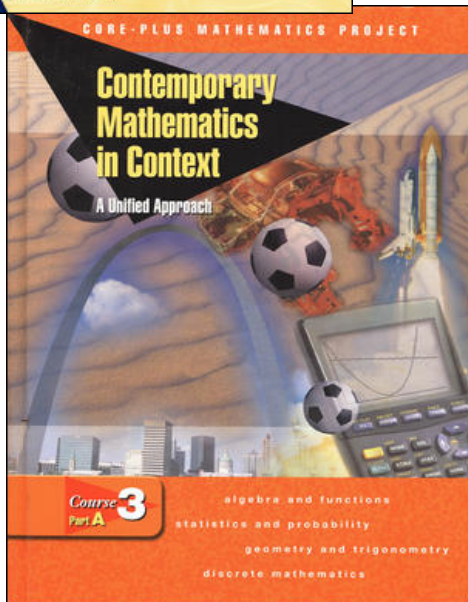
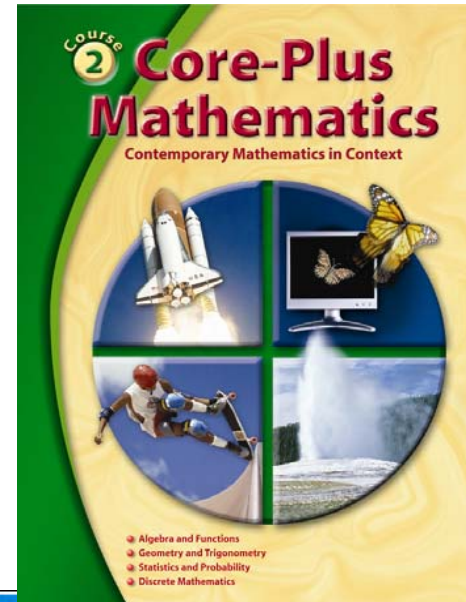


COURSES 1 and 2

# Core-Plus Mathematics

Contemporary Mathematics in Context

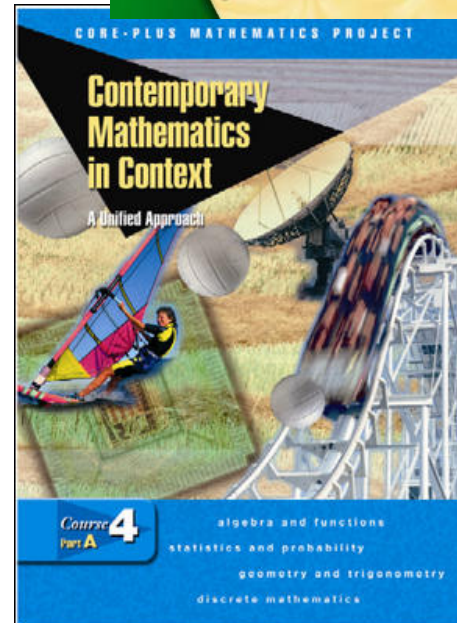
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## Contemporary Mathematics in Context

A Unified Approach  
Courses 3 and 4

© 2003



Codes used for the Teacher's Guide pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<p><b>Big Idea: Number Properties and Operations</b></p> <p>High school students should enter high school with a strong background in rational numbers and numerical operations and expand this to real numbers. Solving quadratic equations produces a working knowledge of complex numbers. This becomes the foundation for algebra and working with algebraic symbols. They understand large and small numbers and their representations, powers and roots. They compare and contrast properties of numbers and number systems and develop strategies to estimate the results of operations on real numbers. Students will use and understand the limitations of, graphing calculators and computer spreadsheets appropriately as learning tools.</p> <p><b>Academic Expectations</b></p> <p><b>2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>2.8</b> Students understand various mathematical procedures and use them appropriately and accurately.</p> <p><b>2.12</b> Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p>			
	<p><b>Program of Studies: Skills and Concepts</b></p> <p><b>MA-HS-NPO-S-NS4</b> Students will explore vectors and matrices as systems that have some of the properties of the real number system.</p> <p><b>MA-HS-NPO-S-NS5</b> Students will compare and contrast number systems, including complex numbers as solutions to quadratic equations that do not have real solutions.</p> <p><b>MA-HS-NPO-S-NO5</b> Students will determine a specific term of a sequence given an explicit formula.</p> <p><b>MA-HS-NPO-S-NO6</b> Students will describe and extend arithmetic and geometric sequences.</p> <p><b>MA-HS-NPO-S-NO7</b> Students will determine an explicit rule for the nth term of an arithmetic sequence.</p> <p><b>MA-HS-NPO-S-PNO3</b> Students will compare and contrast the number systems according to their properties.</p>			

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<b>Related Core Content for Assessment</b>				
<p><i>MA-HS-1.1.2</i> Students will demonstrate the relationships between different subsets of the real number system.</p>	<p><b>Student Edition:</b> 79, 336 #5 Review 184 #40</p>	<p><b>Student Edition:</b> 133-137, 343 #8 <i>Check Your Understanding</i> 138 <i>On Your Own</i> 129 #21, 131 #32, 145 #1, 148 #8c, 226 #22c <b>Teacher's Guide:</b> T134-T137; CYU T138A</p>	<p><b>Student Edition:</b> 194, 195 #6, 201 #b, 204 #1-#2, 206 #3 <i>Checkpoint</i> 196, 200 <b>Teacher's Guide:</b> I T278</p>	<p><b>Student Edition:</b> 165 #4c, 176 #2, 387 #5, 393 #7, 394 #9, 395 #b, 401 #1, 403 #4a, 440 #2a, 442 #7, 454 #2 <i>Checkpoint</i> 168, 395, 443</p>
<p><i>MA-HS-1.1.3</i> Students will use scientific notation to express very large or very small quantities.</p>	<p><b>Student Edition:</b> <i>Connections</i> 346 #22-#23 Review 525 #32</p>	<p><b>Student Edition:</b> <i>On Your Own</i> 376 #29, 386 #10, 387 #12, 574 #2 <b>Teacher's Guide:</b> T410; OYO T376, T387</p>	<p><b>Student Edition:</b> 176 #2, 268 #6, 425 #4a <i>Checkpoint</i> 427</p>	<p>See Glencoe's <i>Contemporary Math in Context Course 3</i> © 2003.</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-1.3.2</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• describe and extend arithmetic and geometric sequences;</li> <li>• determine a specific term of a sequence given an explicit formula;</li> <li>• determine an explicit rule for the <math>n</math>th term of an arithmetic sequence and</li> <li>• apply sequences to solve real-world problems.</li> </ul> <p style="text-align: right;"><b>DOK 3</b></p>	<p>The following pages help introduce this concept.</p> <p><b>Student Edition:</b>  <i>Check Your Understanding</i> 35  <i>Extensions</i> 45 #24</p>	<p><b>Student Edition:</b>  563 #3e  <i>On Your Own</i> 95 #11, 96 #14, 97 #18, 229 #36, 374 #23, 574 #2, 577 #9</p> <p><b>Teacher’s Guide:</b>  T563 #3e; OYO T96, T374, T577</p>	<p><b>Student Edition:</b>  501 #1-#2, 506-510, 511-515, 519 #2, 520 #3, 523 #6, 524 #7, 525 #1, 526 #1, 527 #3, 528 #5, 529 #6</p> <p><b>Teacher’s Guide:</b>  CMT T514</p>	<p><b>Student Edition:</b>  259-267, 648-652, 653-656, 657-660, 666-670, 689 #2  <i>Think About This Situation</i> 258</p> <p><b>Teacher’s Guide:</b>  A T786; LO T781; SS T786</p>
<p><i>MA-HS-1.3.3</i>  <i>Students will write an explicit rule for the <math>n</math>th term of a geometric sequence.</i></p>	<p>See <i>Core Plus Mathematics Course 2</i> © 2008.</p>	<p><b>Student Edition:</b>  95 #11, 96 #14, 100 #23, 574 #2b, 563 #3e  <i>On Your Own</i> 577 #9</p> <p><b>Teacher’s Guide:</b>  T563 #3e; OYO T96, T574</p>	<p><b>Student Edition:</b>  501 #1-#2, 506-510, 511-515, 519 #2, 520 #3, 523 #6, 524 #7, 525 #1, 526 #1, 527 #3, 528 #5, 529 #6</p> <p><b>Teacher’s Guide:</b>  CMT T514</p>	<p><b>Student Edition:</b>  259-267, 648-652, 653-656, 657-660, 666-670, 689 #2  <i>Think About This Situation</i> 258</p> <p><b>Teacher’s Guide:</b>  A T786; LO T781; SS T786</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
MA-HS-1.3.4 Students will recognize and solve problems that can be modeled using a finite geometric series, such as home mortgage problems and other compound interest problems.	<b>Student Edition:</b> 298-300 <i>Applications</i> 309 #7 <i>Check Your Understanding</i> 303 <i>Connections</i> 315 #23c, d <i>Extensions</i> 318 #32-#33 <i>Summarize the Mathematics</i> 300 <b>Teacher's Guide:</b> IN T299, IN T300; MT T300A; TR T300A	<b>Student Edition:</b> <i>On Your Own</i> 95 #11, 96 #14, 97 #18, 229 #36, 374 #23, 559 #19 <b>Teacher's Guide:</b> OYO T96, T97, T374	<b>Student Edition:</b> 501 #1-#2, 506-510, 511-515, 519 #2, 520 #3, 523 #6, 524 #7, 525 #1, 526 #1, 527 #3, 528 #5, 529 #6 <b>Teacher's Guide:</b> CMT T514	<b>Student Edition:</b> 259-267, 648-652, 653-656, 657-660, 666-670, 689 #2 <i>Think About This Situation</i> 258 <b>Teacher's Guide:</b> A T786; LO T781; SS T786

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<p><b>MA-HS-4.1.3</b>  <i>Students will represent real-world data using matrices and will use matrix addition, subtraction, multiplication (with matrices no larger than 2x2) and scalar multiplication to solve real-world problems.</i></p>	<p><b>Student Edition:</b>  <i>Extensions 262 #28</i>  <i>Reflections 258 #20</i></p>	<p><b>Student Edition:</b>            76, 105-106, 108-111, 133-137  <i>Check Your Understanding 85-86, 107, 111-112, 138</i>  <i>On Your Own 90-92 #5-#6</i>  <i>Summarize the Mathematics 77, 81, 85, 138</i>  <i>Think About This Situation 104</i>  <b>Teacher's Guide:</b>            SM T177, T85, T138</p>	<p><b>Student Edition:</b>            205 #5, 499 #5, 517 #2g, 520 #4c, 522 #2b, 526 #1c  <b>Teacher's Guide:</b>            SS T518</p>	<p><b>Student Edition:</b>            367 #3</p>
<p><b>MA-HS-NPO-U-2</b>  <i>Students will understand that meanings of and relationships among operations provide tools necessary to solve realistic problems encountered in everyday life and problems encountered in mathematical situations.</i></p>				

STANDARDS	PAGE REFERENCES				
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4	
<p><b>MA-HS-NPO-S-NO7</b> Students will determine an explicit rule for the <math>n</math>th term of an arithmetic sequence.</p> <p><b>MA-HS-NPO-S-NO8</b> Students will apply sequences and arithmetic and geometric series to solve realistic problems.</p> <p><b>MA-HS-NPO-S-PNO1</b> Students will identify and apply real number properties.</p> <p><b>MA-HS-NPO-S-PNO2</b> Students will use equivalence relations of real numbers to solve problems.</p> <p><b>MA-HS-NPO-S-PNO4</b> Students will justify the solution steps in simplifying expressions or solving an equation.</p>					
	<p><b>MA-HS-1.5.1</b> <i>Students will identify real number properties (commutative properties of addition and multiplication, associative properties of addition and multiplication over addition and subtraction, identity properties of addition and multiplication and inverse properties of addition and multiplication) when used to justify a given step in simplifying an expression or solving an equation.</i></p>	<p><b>Student Edition:</b> 219-222, 495-498 <i>Connections</i> 226 #8-#11 <i>Check Your Understanding</i> 223, 498 <i>Extensions</i> 229 #20-#22 <i>Just In Time</i> 490 #34 <i>Reflections</i> 228 #18, 504 #14 <i>Summarize the Mathematics</i> 223, 498 <b>Teacher's Guide:</b> MT T498; TR T498</p>	<p><b>Student Edition:</b> 134-136, 337 #2 <i>On Your Own</i> 145 #1, 148 #8c, 279 #25 <b>Teacher's Guide:</b> T134-T136, T337; OYO T145</p>	<p><b>Student Edition:</b> 194, 195 #6, 199 #6, 201 #b, 204 #1-#2, 206 #3 <i>Checkpoint</i> 196, 200</p>	<p><b>Student Edition:</b> 165 #4c, 176 #2, 387 #5, 393 #7, 394 #9, 395 #b, 401 #1, 403 #4a, 440 #2a, 442 #7, 454 #2 <i>Checkpoint</i> 168, 395, 443</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><i>MA-HS-1.5.2</i> Students will use equivalence relations (reflexive, symmetric, transitive).</p>	<p><b>Student Edition:</b> 300-403, 404-406, 407-411 <i>Applications</i> 413 #4, 414 #5-#6, 415 #8, 416 #9 <i>Check Your Understanding</i> 403, 407, 411 <i>Connections</i> 419 #16 <i>Summarize the Mathematics</i> 403, 406, 411 <b>Teacher's Guide:</b> IN T402 T403; N T402 T403; TN T408; TR T403</p>	<p><b>Student Edition:</b> 202-204 #8-#12, 211-215 <i>Check Your Understanding</i> 15, 216 <i>On Your Own</i> 19 #7, 187 #16, 191 #30, 225 #21 <i>Summarize the Mathematics</i> 14, 204, 209, 216 <b>Teacher's Guide:</b> SM T14, T209A; PMD T13C-T14D</p>	<p>This standard can be met in Glencoe's <i>Pre-Algebra</i> © 2007 in Lesson 1-4, pages 43-47.</p>	<p>This standard can be met in Glencoe's <i>Pre-Algebra</i> © 2007 in Lesson 1-4, pages 43-47.</p>
<p><b>MA-HS-NPO-U-3</b> Students will understand that computing fluently and accurately with real numbers and making reasonable estimates increases the ability to solve realistic problems encountered in everyday life.</p>				

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b><i>MA-HS-NPO-S-E1</i></b>				
Students will use calculators appropriately and regularly make estimations without a calculator to detect potential errors.				
<b><i>MA-HS-NPO-S-E2</i></b>				
Students will estimate solutions to problems with real numbers (including very large and very small quantities) in both realistic and mathematical situations.				
<b><i>MA-HS-NPO-S-E3</i></b>				
Students will establish and apply benchmarks for real numbers in context.				
<b><i>MA-HS-NPO-S-NO1</i></b>				
Students will add, subtract, multiply and divide real numbers.				
<b><i>MA-HS-NPO-S-NO2</i></b>				
Students will add, subtract and multiply complex numbers.				
<b><i>MA-HS-NPO-S-NO3</i></b>				
Students will multiply and divide numbers expressed in scientific notation.				
<b><i>MA-HS-NPO-S-NO4</i></b>				
Students will apply absolute value, integer exponents, roots and factorials to solve problems.				
<b><i>MA-HS-NPO-S-NO9</i></b>				
Students will solve realistic problems to a specified degree of accuracy.				
<b><i>MA-HS-NPO-S-NO10</i></b>				
Students will judge the effects of multiplication, division and computing powers and roots on the magnitudes of quantities.				
<b><i>MA-HS-NPO-S-NO11</i></b>				
Students will develop an understanding of the properties and representations for the addition and multiplication of vectors and matrices.				

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
	<p><b>MA-HS-NPO-S-NO12</b> Students will develop fluency in operations with real numbers and matrices, using mental computation or paper-and-pencil calculations for simple cases and calculators and/or computers for more complicated cases.</p> <p><b>MA-HS-NPO-S-NO13</b> Students will use concrete, pictorial and abstract models to develop and/or generalize a procedure.</p>			
<p><b>MA-HS-1.2.1</b> <i>Students will estimate solutions to problems with real numbers (including very large and very small quantities) in both real-world and mathematical problems, and use the estimations to check for reasonable computational results.</i></p>	<p><b>Student Edition:</b> <i>Connections</i> 346 #22-#23 <i>Review</i> 525 #32</p>	<p><b>Student Edition:</b> 51-52, 58 #1, 106-107 #7 <i>On Your Own</i> 44 #26, 47 #31, 388 #19, 574 #2d <i>Summarize the Mathematics</i> 53, 60 #e, 107 <b>Teacher's Guide:</b> T107 #dii, OYO T574 #2d</p>	<p><b>Student Edition:</b> 9 #6, 38 #6, 50 #3, 53 #2, 201 #c, 204 #2, 205 #2, 216 #2c, 217 #4, 322 #3a</p>	<p><b>Student Edition:</b> 628-639</p>

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<b>MA-HS-1.3.1</b> <b>Students will solve real-world and mathematical problems to specified accuracy levels by simplifying expressions with real numbers involving addition, subtraction, multiplication, division, absolute value, integer exponents, roots (square, cube) and factorials. DOK 2</b>	<b>Student Edition:</b> 304-306, 332-334, 335-336 <i>Applications</i> 311 #13, 312 #14-#16, 344 #14-#18 <i>Check Your Understanding</i> 306, 334, 337 <i>Connections</i> 346 #24, 347 #25 <i>Extensions</i> 351 #34-#36 <i>Looking Back</i> 358 #4-#5 <i>Reflections</i> 316 #27-#29, 347 #26 <i>Review</i> 525 #33 <i>Summarize the Mathematics</i> 306, 334, 337, 359 d <b>Teacher's Guide:</b> IN T336; MT T306, T337	<b>Student Edition:</b> 55 #2, 70 #3 <i>On Your Own</i> 17 #3, 36 #5, 38 #12, 40-41 #17, 45 #27, 47 #31, 64 #12, 65 #17, 387 #12 <b>Teacher's Guide:</b> OYO T17, T38, T47	<b>Student Edition:</b> 9 #6, 38 #6, 50 #3, 53 #2, 201 #c, 204 #2, 205 #2, 216 #2c, 217 #4, 322 #3a	<b>Student Edition:</b> 628-639
	<b>MA-HS-NPO-U-4</b> <b>Students will understand that problem solving and connections with other content areas require a strong sense of number, including applications of absolute value (magnitude) and the ordering of numbers.</b>			

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
	<p><b>MA-HS-NPO-S-NS1</b> Students will compare real numbers using order relations.</p> <p><b>MA-HS-NPO-S-NS2</b> Students will locate the position of a real number on the number line, find its distance from the origin (absolute value/magnitude) and find the distance between two numbers on the number line (the absolute value of their difference).</p> <p><b>MA-HS-NPO-S-NS3</b> Students will determine the relative position on the number line of real numbers, including very large and very small numbers, and the relative magnitude of numbers expressed in fractional form, in decimal form, as roots or in scientific notation.</p>			
<p><b>MA-HS-1.1.1</b> <i>Students will compare real numbers using order relations (less than, greater than, equal to) and represent problems using real numbers.</i></p>	<p><b>Student Edition:</b> 188-190, 194-196 <i>Applications</i> 201 #1-#2, 203 #7-#8, 204 #11-#12 <i>Check Your Understanding</i> 191, 197 <i>Connections</i> 206 #17 <i>Extensions</i> 209 #26-#27, 210 #28-#29 <i>Looking Back</i> 234 #3-#4 <i>Reflections</i> 208 #21-#23 <i>Summarize the Mathematics</i> 190, 196 <b>Teacher's Guide:</b> IN T187, T189, T190; MT T190B, T197; TN T197; TR T187I</p>	<p><b>Student Edition:</b> <i>On Your Own</i> 48 #36, 129 #22, 130 #28, 156 #27-#28, 271 <i>Summarize the Mathematics</i> 9, 29 <b>Teacher's Guide:</b> T12 #3, T259C; OYO T101 #27, T271; PMD T144B: SM T9, T14</p>	<p><b>Student Edition:</b> 48 #5, 51 #5, 69 #1, 288 #1 <i>On Your Own</i> 49</p>	<p><b>Student Edition:</b> 390, 593 #1</p>

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<b>MA-HS-NPO-U-5</b> Students will understand that proportional reasoning is a tool for modeling and solving problems encountered in everyday situations.				
<b>MA-HS-NPO-S-RP1</b> Students will calculate and apply ratios, proportions, rates and percentages to solve problems.				
<b>MA-HS-NPO-S-RP2</b> Students will translate real-world proportional relationships into mathematical expressions and vice versa.				
<b>MA-HS-NPO-S-RP3</b> Students will represent slope graphically, numerically and symbolically and relate it to a graph of an equation based on a realistic situation.				
<b>MA-HS-1.4.1</b> Students will apply ratios, percents and proportional reasoning to solve real-world problems (e.g., those involving slope and rate, percent of increase and decrease) and will explain how slope determines a rate of change in linear functions representing real-world problems. <b>DOK 2</b>	<b>Student Edition:</b> 27-30, 32-34, 151-155, 157-160, 161-167 <i>Applications</i> 36 #1-#9, 170 #5, 171 #7 <i>Check Your Understanding</i> 31, 35, 156, 161, 167 <i>Connections</i> 39 #10-#12 <i>Review</i> 102 #30, 143 #33 <i>Summarize the Mathematics</i> 31, 35, 156, 160, 167 <b>Teacher's Guide:</b> IN T160; MT T31, T35, T156-T157, T161, T167	<b>Student Edition:</b> 7-8, 11, 28 #5, 461-462, 518-519 <i>Check Your Understanding</i> 9, 15 <i>On Your Own</i> 16-19, 538 #7 <i>Summarize the Mathematics</i> 9, 29 <b>Teacher's Guide:</b> T28; CYU T15; OYO T538	<b>Student Edition:</b> 6 #1, 11-13, 16-17 #1, 20 #4a, 21 #5a, 24 #5, 58 #4, 86-87 #1, 215, 492 #4, 493 #5, 489-490, 501 #3 <i>On Your Own</i> 10, 179	<b>Student Edition:</b> 50 #1, 134 #1, 178 #1, 206 #4, 268 #1, 279 #3, 287 #7, 663 #4, 684-687 <b>Teacher's Guide:</b> A T821

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<p><b>Big Idea: Measurement</b></p> <p>High school students continue to measure and estimate measurements including fractions and decimals. They use formulas to find surface areas and volumes. They use US Customary and metric units of measurement. They use the Pythagorean theorem and other right triangle relationships to solve realistic problems.</p> <p><b>Academic Expectations</b></p> <p><b>2.9</b> Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p><b>2.10</b> Students understand measurement concepts and use measurements appropriately and accurately.</p>			
	<p><b>Program of Studies: Understandings</b></p> <p><b>MA-HS-M-U-1</b></p> <p>Students will understand that measurable attributes of objects and the units, systems and processes of measurement are powerful tools for making sense of the world around them.</p>			
	<p><b>Program of Studies: Skills and Concepts</b></p> <p><b>MA-HS-M-S-SM5</b></p> <p>Students will compare and contrast the use of US Customary and metric systems of measurement.</p>			
	<p><b>MA-HS-M-U-2</b></p> <p>Students will understand that numerical values associated with measurements of physical quantities must be assigned units of measurement or dimensions.</p>			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-M-S-MPA1</b> Students will apply units of measurements of physical quantities correctly in expressions, equations and problem solutions that involve measurement.</p> <p><b>MA-HS-M-S-MPA4</b> Students will describe how change in one or more dimensions of a geometric figure or object affects the perimeter, circumference, area and/or volume of the figure or object.</p> <p><b>MA-HS-M-S-SM1</b> Students will convert a measurement using one unit of measurement to another unit of measurement given the relationship between the units (e.g., miles per hour to feet per second, °F to °C).</p> <p><b>MA-HS-M-S-SM2</b> Students will apply to both real world and mathematical situations US Customary and metric systems of measurement.</p> <p><b>MA-HS-M-S-SM3</b> Students will make decisions about units and scales that are appropriate for problem solving situations involving measurement.</p>				

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-2.1.2</b>  <b>Students will describe how a change in one or more dimensions of a geometric figure affects the perimeter, area and volume of the figure.</b>  <b>DOK 3</b></p>	<p><b>Student Edition:</b>  <i>Connections</i> 62 #13-#14, 63 #15-#16, #18  <i>Extensions</i> 65 #25</p>	<p><b>Student Edition:</b>  27-28 #4-#5, 35-36 #4, 176 #2, 206 #2, 207 #3, 208 #6, 228 #33  <i>Check Your Understanding</i> 29  <i>On Your Own</i> 20 #10, 41 #18, 220 #9  <i>Summarize the Mathematics</i> 209  <i>Think About This Situation</i> 163  <b>Teacher's Guide:</b>  T208; TS T163</p>	<p><b>Student Edition:</b>  435 #2b, 553 #1c</p>	<p><b>Student Edition:</b>  667 #1, 668 #2c</p>
<p><b>MA-HS-2.2.1</b>  Students will continue to apply to both real-world and mathematical problems U.S. customary and metric systems of measurement.</p>	<p><b>Student Edition:</b>  <i>Connections</i> 176 #18, 226 #9  <i>Review</i> 455 #34</p>	<p><b>Student Edition:</b>  338, 468-469 #3  <i>Check Your Understanding</i> 471  <i>On Your Own</i> 24 #27, 37 #8, 38 #12, 94-95 #10, 151 #16, 182-183 #6, 194 #40, 385 #9, 452 #25-#26  <b>Teacher's Guide:</b>  OYO T452, T475</p>	<p><b>Student Edition:</b>  26 #1, 30 #4, 33 #5, 40 #1, 41 #5, 44 #2, 202 #2, 489-490  <i>On Your Own</i> 27, 31, 36</p>	<p><b>Student Edition:</b>  9 #1, 117 #5, 373 #1, 374 #3, 417 #2, 418 #4, 535 #1, 541 #1, 641 #8  <i>On Your Own</i> 412</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-M-U-3</b>	Students will understand that measurements are determined by using appropriate techniques, tools, formulas and degree of accuracy needed for the situation.			
<b>MA-HS-M-S-MPA2</b>	Students will analyze precision, accuracy and approximate error in measurement situations.			
<b>MA-HS-M-S-MPA3</b>	Students will determine the surface area and volume of right rectangular prisms, pyramids, cylinders, cones and spheres in realistic problems.			
<b>MA-HS-M-S-MPA5</b>	Students will explore the relationships between the right triangle trigonometric functions, using technology (e.g., graphing calculator) as appropriate.			
<b>MA-HS-M-S-MPA6</b>	Students will apply definitions and properties of right triangle relationships (basic right triangle trigonometry and the Pythagorean theorem) to determine length and angle measures to solve realistic problems			
<b>MA-HS-M-S-MPA7</b>	Students will apply special right triangles and the converse of the Pythagorean theorem to solve realistic problems.			
<b>MA-HS-M-S-MPA8</b>	Students will explore periodic real-world phenomena, using technology (e.g., graphing calculator) as appropriate.			
<b>MA-HS-M-S-SM4</b>	Students will use unit analysis to check measurement computations.			

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<b>MA-HS-2.1.1</b> Students will determine the surface area and volume of right rectangular prisms, pyramids, cylinders, cones and spheres in real-world and mathematical problems. <b>DOK 2</b>	<b>Student Edition:</b> <i>Connections</i> 447 #12, 448 #13-#14 <i>Extensions</i> 452 #23, #24, #26 <i>Looking Back</i> 458 #6 <i>Review</i> 321 #43 <b>Teacher's Guide:</b> D T452; N T448	<b>Student Edition:</b> <i>On Your Own</i> 18 #5, 24 #27, 39 #14, 102 #29, 130 #26, 391 #29, 481 #18 <b>Teacher's Guide:</b> OYO T481	<b>Student Edition:</b> 22 #2, 553 #1d, 554 #1e, 557 #5 <i>On Your Own</i> 554-555	<b>Student Edition:</b> 565 #4
<b>MA-HS-2.1.3</b> Students will apply definitions and properties of right triangle relationships (right triangle trigonometry and the Pythagorean theorem) to determine length and angle measures to solve real-world and mathematical problems. <b>DOK 3</b>	<b>Student Edition:</b> 50 #7, 335 #3, 378-381 <i>Check Your Understanding</i> 382 <i>Review</i> 45 #27, 230 #26, 263 #30 <i>Summarize the Mathematics</i> 382 <b>Teacher's Guide:</b> AN T382A; D T380; IN T 379; MT T382; TR T379, T382	<b>Student Edition:</b> 171 #3, 458-461, 467-470, 496 #7 <i>On Your Own</i> 480 #14, 476 #6, 481 #20, 482 #21 <i>Summarize the Mathematics</i> 470, 473 <i>Think About This Situation</i> 489 <b>Teacher's Guide:</b> T171-T171A, T457A, PMD T466A	<b>Student Edition:</b> 26 #1, 29 #1, 36, 244 #2, 246 #4, 248 #2 <i>Checkpoint</i> 27 <b>Teacher's Guide:</b> I T26, T28, T244	<b>Student Edition:</b> 92 #2, 105 #32, 459-463, 464-471, 472-477 <b>Teacher's Guide:</b> CMT T543; N T540, T545

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
MA-HS-2.1.4 Students will apply special right triangles and the converse of the Pythagorean theorem to solve real-world problems.	<b>Student Edition:</b> 380, 380 #3 <i>Applications</i> 413 #3, 415 #7 <i>Connections</i> 392 #21 <i>Summarize the Mathematics</i> 382 <b>Teacher's Guide:</b> D T380; MT T382; N T392	<b>Student Edition:</b> 171 #3, 460-461, 467-470, 490 <i>Check Your Understanding</i> 471, 473, 493 <i>On Your Own</i> 476 #7-#8 <i>Think About This Situation</i> 459 <b>Teacher's Guide:</b> T171-T171A; CYU T473; OYO T190 #26b	<b>Student Edition:</b> 26 #1, 29 #1, 36, 244 #2, 246 #4, 248 #2 <i>Checkpoint</i> 27 <b>Teacher's Guide:</b> I T26, T28, T244	<b>Student Edition:</b> 92 #2, 105 #32, 459-463, 464-471, 472-477 <b>Teacher's Guide:</b> CMT T543; N T540, T545

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<p><b>Big Idea: Geometry</b></p> <p>High school students expand analysis of two-dimensional figures and three-dimensional objects. They translate figures in a coordinate plane. They extend work with congruent and similar figures, including proportionality.</p> <p><b>Academic Expectations</b></p> <p><b>2.9</b> Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p><b>2.10</b> Students understand measurement concepts and use them appropriately and accurately.</p> <p><b>2.12</b> Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p>			
	<p><b>Program of Studies: Understandings</b></p> <p><b>MA-HS-G-U-1</b></p> <p><b>Students will understand that characteristics and properties of two-dimensional figures and three-dimensional objects describe the world and are used to develop mathematical arguments about geometric relationships and to evaluate the arguments of others.</b></p>			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<b>Program of Studies: Skills and Concepts</b>			
	<b>MA-HS-G-S-SR1</b>			
	Students will identify and apply the definitions, properties and theorems about line segments, rays and angles and use them to prove theorems in Euclidean geometry, solve problems and perform basic geometric constructions using a straight edge and a compass.			
	<b>MA-HS-G-S-SR2</b>			
	Students will identify and apply properties and theorems about parallel and perpendicular lines and use them to prove theorems and to perform constructions.			
	<b>MA-HS-G-S-SR3</b>			
	Students will analyze and apply angle relationships (e.g., linear pairs, vertical, complementary, supplementary, corresponding and alternate interior angles) in real-world or mathematical situations.			
	<b>MA-HS-G-S-SR4</b>			
	Students will use the definitions, properties and theorems about congruent and similar triangles and other figures to prove additional theorems and apply these to solve real-world problems.			
	<b>MA-HS-G-S-SR5</b>			
	Students will use the definitions and basic properties of a circle (e.g., arcs, chords, central angles, inscribed angles) to prove basic theorems and solve problems.			
	<b>MA-HS-G-S-SR6</b>			
	Students will analyze and apply spatial relationships (not using Cartesian coordinates) among points, lines and planes (e.g., “betweenness” of points, midpoint, segment length, collinear, coplanar, parallel, perpendicular, skew).			
	<b>MA-HS-G-S-SR7</b>			
	Students will classify, determine attributes of, analyze and apply properties of two-dimensional geometric figures and three-dimensional objects.			
	<b>MA-HS-G-S-SR8</b>			
	Students will describe the intersection of lines, planes and solids and visualize three-dimensional objects and spaces from different perspectives and analyze their cross sections.			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<p><b>MA-HS-G-S-SR9</b> Students will classify and apply properties of three-dimensional geometric figures.</p> <p><b>MA-HS-G-S-SR10</b> Students will visualize solids and surfaces in three-dimensional space when given two-dimensional representations and create two-dimensional representations for the surfaces of three-dimensional objects.</p>			
	<p><b>MA-HS-G-S-FS3</b> Students will establish the validity of geometric conjectures using deduction, prove theorems and critique arguments made by others.</p> <p><b>MA-HS-G-S-SR13</b> Students will explore geometry to make and test conjectures using geometric tools and technology.</p> <p><b>MA-HS-G-S-FS1</b> Students will identify, explain the necessity of and give examples of definitions, axioms and theorems.</p> <p><b>MA-HS-G-S-FS2</b> Students will explore geometries other than Euclidean geometry, in which the parallel postulate is not true.</p>			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>Related Core Content for Assessment</b>				
<b>MA-HS-3.1.1</b> Students will analyze and apply spatial relationships (not using Cartesian coordinates) among points, lines and planes (e.g., betweenness of points, midpoint, segment length, collinear, coplanar, parallel, perpendicular, skew). DOK 2	<b>Student Edition:</b> 374-377, 432-434 <i>Applications</i> 385 #7, 386 #8-#9 <i>Check Your Understanding</i> 377, 435 <i>Connections</i> 389 #15 <i>Extensions</i> 453 #25 <i>Summarize the Mathematics</i> 377, 434 <b>Teacher's Guide:</b> T378; IN T377; MT T377	<b>Student Edition:</b> 164-165 #1-#2, 489-490, 492, 493 <i>On Your Own</i> 504 #3, 507 #12 <i>Summarize the Mathematics</i> 174 <i>Think About This Situation</i> 163 <b>Teacher's Guide:</b> SM T174; TS T163	<b>Student Edition:</b> 19 #2-#3, 242 #4, 558-561 <i>Checkpoint</i> 48	<b>Student Edition:</b> 522, 539 #1, 540 #2, 548 #1-#2

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p>MA-HS-3.1.2</p> <p>Students will use spatial relationships to prove basic theorems.</p>	<p><b>Student Edition:</b> 407-411, 427 #2e <i>Check Your Understanding</i> 411 <i>Connections</i> 418 #14-#15, 419 #16 <i>Extensions</i> 453 #25 <i>Summarize the Mathematics</i> 411 <b>Teacher's Guide:</b> IN T427</p>	<p><b>Student Edition:</b> 165 #2 <i>On Your Own</i> 184 #10d, 191 #30, 507 #10, 514 #28 <b>Teacher's Guide:</b> T165</p>	<p><b>Student Edition:</b> 282-287, 288-296, 297-303, 304-309, 310-315, 316-318, 319-324 <b>Teacher's Guide:</b> CMT T309; I T304; JE T309</p>	<p><b>Student Edition:</b> 66 #1, 397 #2, 418-419 #4, 420 #3, 422 #1, 431 #5, 514, 523 #1, 573 #1</p>
<p>MA-HS-3.1.3</p> <p>Students will analyze and apply angle relationships (e.g., linear pairs, vertical, complementary, supplementary, corresponding and alternate interior angles) in real-world and mathematical problems. DOK 2</p>	<p><b>Student Edition:</b> 339-372, 374-377 <i>Check Your Understanding</i> 373, 377 <i>Applications</i> 386 #8, 387 #10, 388 #12, <i>Summarize the Mathematics</i> 373, 377 <b>Teacher's Guide:</b> IN TT372, 373, T376, T377; MT T373, T377; N T388; TN T371</p>	<p><b>Student Edition:</b> 230 #39, 459-465, 495, 516-519 <i>Check Your Understanding</i> 473, 501-502 <i>On Your Own</i> 230 #39, 247 #14, 429, 474, 479 #13, 481 #9, 504 #4, #5b <i>Summarize the Mathematics</i> 466, 520 <b>Teacher's Guide:</b> PMD T466A; SM T520A</p>	<p><b>Student Edition:</b> 279 #1, 280 #2, 281 #3, 294 #5 <i>Checkpoint</i> 281 <i>On Your Own</i> 282 <b>Teacher's Guide:</b> I T279</p>	<p><b>Student Edition:</b> 239 #8, 299 #8, 405 #8, 599 #10, 665 #8</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p>MA-HS-3.1.4</p> <p>Students will use angle relationships to prove basic theorems.</p>	<p><b>Student Edition:</b> 376 #4c, 377 #5 <i>Applications</i> 386 #9, 387 #10, 388 #12 <i>Connections</i> 390 #17, 391 #18-#19 <b>Teacher's Guide:</b> TN T387</p>	<p><b>Student Edition:</b> 215 #7e, 459, 491 #3, 496 #8 <i>Check Your Understanding</i> 502 <i>On Your Own</i> 101 #26</p>	<p><b>Student Edition:</b> 279 #1, 280 #2, 281 #3, 294 #5 <i>Checkpoint</i> 281 <i>On Your Own</i> 282 <b>Teacher's Guide:</b> I T279</p>	<p><b>Student Edition:</b> 239 #8, 299 #8, 405 #8, 599 #10, 665 #8</p>
<p>MA-HS-3.1.5</p> <p>Students will classify and apply properties of two-dimensional geometric figures (e.g., number of sides, vertices, length of sides, sum of interior and exterior angle measures). DOK 2</p>	<p><b>Student Edition:</b> 404-406 <i>Applications</i> 412 #2, 414 #6, 415 #7-#8, 416 #9 <i>Check Your Understanding</i> 407, 460 <i>Connections</i> 418 #13-#15, 421 #25 <i>Looking Back</i> 457 #2-#3, 458 #5, 459 #9 <i>Summarize the Mathematics</i> 406, 460a-c <b>Teacher's Guide:</b> D T405; MT T406; PM T458</p>	<p><b>Student Edition:</b> 173 #7, 469, 471 <i>On Your Own</i> 47 #30, 101 #27, 429 #21d, 478 #9, 482 #21, #25 <i>Summarize the Mathematics</i> 470, 497 <i>Think About This Situation</i> 459 <b>Teacher's Guide:</b> T173, T457A-T457B</p>	<p><b>Student Edition:</b> 279 #1, 280 #2, 281 #3, 294 #5 <i>Checkpoint</i> 281 <i>On Your Own</i> 282 <b>Teacher's Guide:</b> I T279</p>	<p><b>Student Edition:</b> 239 #8, 299 #8, 405 #8, 599 #10, 665 #8</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
MA-HS-3.1.6 Students will know the definitions and basic properties of a circle and will use them to prove basic theorems and solve problems.	<b>Student Edition:</b> 51 #8 <i>Connections</i> 62 #13, 175 #14, 205 #14, 315 #24, 390 #16, 483 #11 <i>Extensions</i> 506 #20 <i>Review</i> 46 #28	<b>Student Edition:</b> 175-179, 517 <i>Check Your Understanding</i> 180 <i>On Your Own</i> 184-185 #11, 187 #17, 245 #7, 351 #22 <i>Summarize the Mathematics</i> 180, 256 <i>Think About This Situation</i> 163 <b>Teacher's Guide:</b> T175-T179; CYU T180; OYO T184-T185; SM T180; TS T163	<b>Student Edition:</b> 248 #3, 322 #5, 324 #5	<b>Student Edition:</b> 119-122

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<b>MA-HS-3.1.7</b> Students will solve real-world and mathematical problems by applying properties of triangles (e.g., Triangle Sum theorem and Isosceles Triangle theorems). <b>DOK 2</b>	<b>Student Edition:</b> 363-368, 371 #4, 378-381 <i>Check Your Understanding</i> 369, 382 <i>Summarize the Mathematics</i> 368, 382 <b>Teacher's Guide:</b> AR T367; IN T364, T365, T371; MT T368; N T366; TN T367	<b>Student Edition:</b> 172 #6, 254 #3, 498-500 <i>Check Your Understanding</i> 216, 493, 497 <i>On Your Own</i> 47 #30, 230 #24, 245 #7, 428-429 #21, 451 #23, 474-476, 481 #20, 505 #6-#7, 506 #8-#9 <i>Summarize the Mathematics</i> 492, 501	<b>Student Edition:</b> 301 #7, 302 #9, 305 #2, 306 #3, 307 #6, 308 #8, 309 #9, 310 #1, 311 #2, 312 #1, 317 #4, 318 #7, 321 #4, 323 #1, 324 #3, 331 #3, 334 #4, 342 #5 <i>Checkpoint</i> 303 <i>Think About This Situation</i> 297	See Glencoe's <i>Contemporary Math in Context Course 3</i> © 2003. Also see Glencoe's <i>Geometry</i> © 2008 in Lesson 4-2, pages 210-216.
<b>MA-HS-3.1.8</b> Students will use the properties of triangles to prove basic theorems.	<b>Student Edition:</b> 379 #2 <i>Applications</i> 385 #6-#7, 388, #12, 389 #13 <i>Looking Back</i> 456 #1, 457 #2-#3 <i>Reflections</i> 393 #24-#25	<b>Student Edition:</b> 254 #3, 494 <i>On Your Own</i> 189 #20, 506 #9, 510 #20, 512 #25 <b>Teacher's Guide:</b> OYO T189 #20	<b>Student Edition:</b> 301 #7, 302 #9, 305 #2, 306 #3, 307 #6, 308 #8, 309 #9, 310 #1, 311 #2, 312 #1, 317 #4, 318 #7, 321 #4, 323 #1, 324 #3, 331 #3, 334 #4, 342 #5 <i>Checkpoint</i> 303 <i>Think About This Situation</i> 297	See Glencoe's <i>Contemporary Math in Context Course 3</i> © 2003. Also see Glencoe's <i>Geometry</i> © 2008 in Lesson 4-2, pages 210-216 and Lesson 4-3, pages 217-223.

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-3.1.9</b> <b>Students will classify and apply properties of three-dimensional geometric figures.</b> <b>DOK 2</b>	<b>Student Edition:</b> 425-430, 432-434 <i>Applications</i> 443 #1, 444 #4-#5 <i>Check Your Understanding</i> 431, 434 <i>Connections</i> 446 #10, 449 #15 <i>Summarize the Mathematics</i> 431, 434 <b>Teacher's Guide:</b> IN T426, T427, T429; MT T431; N T430, T434	<b>Student Edition:</b> <i>Check Your Understanding</i> 29 <i>On Your Own</i> 18 #5, 24 #27, 35 #4, 39 #14, 102 #29, 130 #26, 514 #28 <b>Teacher's Guide:</b> OYO T102	<b>Student Edition:</b> 282-287, 288-296, 297-303, 304-309, 310-315, 316-318, 319-324 <b>Teacher's Guide:</b> CMT T304; I T403; JE T304	<b>Student Edition:</b> 514-517, 523-526, 527-534, 538-539 #1, 540 #2, 547-551, 552-554, 557 #5, 558-561, 566 #2
<b>MA-HS-3.1.10</b> <i>Students will describe the intersection of a plane with a three-dimensional figure.</i>	<b>Student Edition:</b> 435-438 <i>Applications</i> 445 #8 <i>Check Your Understanding</i> 438 <i>Connections</i> 446 #11, 453 #25 <i>Summarize the Mathematics</i> 438 <b>Teacher's Guide:</b> IN T435A, T436, T437; N T445	<b>Student Edition:</b> 175 <i>On Your Own</i> 484 #31	<b>Student Edition:</b> 282-287, 288-296, 297-303, 304-309, 310-315, 316-318, 319-324 <b>Teacher's Guide:</b> CMT T304; I T403; JE T304	<b>Student Edition:</b> 514-517, 523-526, 527-534, 538-539 #1, 540 #2, 547-551, 552-554, 557 #5, 558-561, 566 #2

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p>MA-HS-3.4.1</p> <p>Students will identify definitions, axioms and theorems, explain the necessity for them and give examples of them.</p>	<p><b>Student Edition:</b>  364 #1, 365 #4,  366 #4-#5, 367 #6, 370,  371 #4, 372 #5, 374,  375, 376, 380, 400, 401,  408, 409, 410, 426, 427,  428, 430, 432, 435, 436,  437, 438, 442  <i>Applications</i> 384 #7  <i>Connections</i> 449 #16</p>	<p><b>Student Edition:</b>  76 #2, 80 #5e,  134-137, 166-167 #6,  168 #10, 170 #1c,  172 #5, 330, 454 #3  <i>Check Your Understanding</i> 138  <i>On Your Own</i> 39 #14,  151 #13, 352 #25,  483 #27c  <i>Summarize the Mathematics</i> 138, 180,  331  <b>Teacher's Guide:</b>  PMD T335A-T335B,  T406B; SM T331</p>	<p>This standard can be met in Glencoe's <i>Geometry</i> © 2008 in Lesson 2-5, pages 105-109.</p>	<p>This standard can be met in Glencoe's <i>Geometry</i> © 2008 in Lesson 2-5, pages 105-109.</p>
<p>MA-HS-3.4.2</p> <p>Students will recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true.</p>	<p>This standard can be met in Glencoe's <i>Geometry</i> © 2008 in Lesson Extend 3-6 pages 188-189.</p>	<p>This standard can be met in Glencoe's <i>Geometry</i> © 2008 in Lesson Extend 3-6 pages 188-189.</p>	<p>This standard can be met in Glencoe's <i>Geometry</i> © 2008 in Lesson Extend 3-6 pages 188-189.</p>	<p>This standard can be met in Glencoe's <i>Geometry</i> © 2008 in Lesson Extend 3-6 pages 188-189.</p>
<p><b>MA-HS-G-U-2</b></p> <p>Students will understand that representational systems, including coordinate geometry, are means for specifying locations and describing spatial relationships and are organizers for making sense of the world around them.</p>				

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-G-S-CG1</b>	Students will express the intuitive concept of the “slant” of a line as slope, use the coordinates of two points on a line to determine its slope and use slope to express the parallelism and perpendicularity of lines.			
<b>MA-HS-G-S-CG2</b>	Students will describe a line by a linear equation.			
<b>MA-HS-G-S-CG3</b>	Students will find the distance between two points using their coordinates and the Pythagorean theorem or the distance formula.			
<b>MA-HS-G-S-CG4</b>	Students will find the equation of a circle given its center and radius; given the equation of a circle, find its center and radius.			
<b>MA-HS-G-S-CG5</b>	Students will find the midpoint of a segment when the coordinates of the endpoints are identified.			
<b>MA-HS-G-S-CG6</b>	Students will use Cartesian coordinates and other coordinate systems (e.g., navigational, polar, spherical systems) to analyze geometric situations.			
<b>MA-HS-G-S-CG7</b>	Students will investigate conjectures and solve problems involving two-dimensional figures and three dimensional objects represented graphically.			
<b>MA-HS-G-S-CG8</b>	Students will use a variety of technological tools to explore and test conjectures about slope, midpoints and other geometric ideas that can be expressed using the Cartesian plane.			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-3.3.1</b>  <b>Students will apply algebraic concepts and graphing in the coordinate plane to analyze and solve problems (e.g., finding the final coordinates for a specified polygon, midpoints, between-ness of points, parallel and perpendicular lines, the distance between two points, the slope of a segment).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>Student Edition:</b>  151-155  <i>Check Your Understanding</i> 156  <i>Connections</i> 177 #21-#22, 391 #18-#19  <i>Looking Back</i> 232 #1-#2, 234 #3  <i>Extensions</i> 180 #30d, e  <i>Review</i> 231 #30, 263 #30, 264 #32, 352 #38  <i>Summarize the Mathematics</i> 156  <b>Teacher's Guide:</b>  IN T152, T153, T154;  MT T156; PCE T155</p>	<p><b>Student Edition:</b>  165-168, 170-174, 253 #2  <i>Check Your Understanding</i> 169  <i>On Your Own</i> 181-184, 187 #16, 188 #18, 191 #28, 192, 233, 251 #23-#24  <i>Summarize the Mathematics</i> 169  <b>Teacher's Guide:</b>  T165, T170-T173;  CYU T169;  OYO T181-T184;  PMD T165B; SM T169</p>	<p><b>Student Edition:</b>  19 #2-#3, 242 #4, 558-561  <i>Checkpoint</i> 48</p>	<p><b>Student Edition:</b>  522, 539 #1, 540 #2, 548 #1-#2</p>
<p><b>MA-HS-G-U-3</b>  Students will understand that transformations and symmetry are used to analyze real-world situations (e.g., art, nature, construction and scientific exploration).</p>				

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-G-S-TS1</b> Students will understand and represent transformations within a plane (translations, reflections, rotations and dilations) of figures by using sketches, coordinates, vectors, function notation, matrices and technology.</p> <p><b>MA-HS-G-S-TS2</b> Students will use various representations, including electronic displays, to understand the effects of simple transformations within a plane and compositions of transformations.</p>				
<p><b>MA-HS-3.2.1</b> Students will identify and describe properties of and apply geometric transformations within a plane to solve real-world and mathematical problems.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>Student Edition:</b> 407-411 <i>Applications</i> 413 #4, 414 #5 <i>Check Your Understanding</i> 411 <i>Connections</i> 315 #24, 319 #16 <i>Review</i> 68 #36 <i>Summarize the Mathematics</i> 411 <b>Teacher's Guide:</b> IN T410; TN T408</p>	<p><b>Student Edition:</b> 232-236, 237-241 <i>Check Your Understanding</i> 237 <i>On Your Own</i> 224-227 #18-#27, 229 #34-#35, 246-244, 247-250 <i>Summarize the Mathematics</i> 236, 242 <i>Think About This Situation</i> 232 <b>Teacher's Guide:</b> CYU T237; OYO T224; SM T236, T242; TS T232</p>	<p><b>Student Edition:</b> 441-445, 446-448, 449-452, 453-461, 462-465, 466-468, 469-479</p>	<p><b>Student Edition:</b> 21 #5, 159 #2, 457 #7, 476 #2, 479 #10, 481 #3, 507 #7, 544 #4, 545 #7, 571 #7, 599 #7 <i>Think About This Situation</i> 480</p>
<p><b>MA-HS-G-U-4</b> Students will understand that similarity of figures and scale factors are used to analyze and solve problems.</p>				

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-G-S-SR4</b> Students will use the definitions, properties and theorems about congruent and similar triangles and other figures to prove additional theorems and apply these to solve real-world problems.				
<b>MA-HS-G-S-SR7</b> Students will classify, determine attributes of, analyze and apply properties of two-dimensional geometric figures and three-dimensional objects.				
<b>MA-HS-3.1.12</b> Students will apply the concepts of congruence and similarity to solve real-world and mathematical problems. <b>DOK 3</b>	<b>Student Edition:</b> 369-372, 374-377 <i>Applications</i> 389 #13, 444 #6 <i>Check Your Understanding</i> 373, 377, 460 <i>Review</i> 213 #40, 489 #29, 524 #31 <i>Summarize the Mathematics</i> 373, 377, 460 <b>Teacher's Guide:</b> IN T371, T372, T376, T377; MT T373, T377; TN T371	<b>Student Edition:</b> 164-165 #1, 215, 252 <i>Check Your Understanding</i> 180 <i>On Your Own</i> 154 #22, 185 #11c <i>Summarize the Mathematics</i> 216 #b, 256 #g <b>Teacher's Guide:</b> SM T256 #g	<b>Student Edition:</b> 297-303, 304-307, 310-315, 316-319, 320-324 <i>Checkpoint</i> 303 <i>On Your Own</i> 304, 308, 309 <b>Teacher's Guide:</b> CMT T309; JE Y309, T319; N T300	<b>Student Edition:</b> 667 #1, 668 #2c

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
MA-HS-3.1.13 Students will prove triangles congruent and similar.	<b>Student Edition:</b> 369-372, 374-377 <i>Applications</i> 389 #13, 444 #6 <i>Check Your Understanding</i> 373, 377, 460 <i>Review</i> 213 #40, 489 #29, 524 #31 <i>Summarize the Mathematics</i> 373, 377, 460 <b>Teacher's Guide:</b> IN T371, T372, T376, T377; MT T373, T377; TN T371	<b>Student Edition:</b> 173-174 #8, 211 #1 <i>Check Your Understanding</i> 205 #b, 216 <i>On Your Own</i> 183 #7e, 189 #20, 217 #2b, 354 #36, 485 #34 <b>Teacher's Guide:</b> T211; OYO T217 #2b	<b>Student Edition:</b> 301 #7, 302 #9, 305 #2, 306 #3, 307 #6, 308 #8, 309 #9, 310 #1, 311 #2, 312 #1, 317 #4, 318 #7, 321 #4, 323 #1, 324 #3, 331 #3, 334 #4, 342 #5 <i>Checkpoint</i> 303 <i>Think About This Situation</i> 297	This standard can be met in Glencoe's <i>Geometry</i> © 2008 in Lesson 4-3 pages 217-223, Lesson 4-4 pages 225-232, and Lesson 4-5 pages 234-241.
<b>MA-HS-G-U-5</b> Students will understand that visualization, spatial reasoning and geometric relationships model real-world situations.				

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<p><b>MA-HS-G-S-SR10</b> Students will visualize solids and surfaces in three-dimensional space when given two-dimensional representations and create two-dimensional representations for the surfaces of three-dimensional objects.</p> <p><b>MA-HS-G-S-SR11</b> Students will draw and construct representations of two-dimensional figures and three-dimensional objects using a variety of tools.</p> <p><b>MA-HS-G-S-SR12</b> Students will use geometric models and ideas to gain insights into and answer questions in other areas of mathematics and into other disciplines and areas of interest, such as art and architecture.</p> <p><b>MA-HS-G-S-SR13</b> Students will explore geometry to make and test conjectures using geometric tools and technology.</p> <p><b>MA-HS-G-S-FS4</b> Students will perform constructions such as a line parallel to a given line through a point not on the line, the perpendicular bisector of a line segment and the bisector of an angle.</p>			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
MA-HS-3.1.11 Students will visualize solids and surfaces in three-dimensional space when given two-dimensional representations (e.g., nets, multiple views) and create two-dimensional representations for the surfaces of three-dimensional objects.	<b>Student Edition:</b> 425-430, 432-434, 437, 439-441 <i>Applications</i> 443 #3, 444 #4-#5 <i>Check Your Understanding</i> 431, 435, 442 <i>Connections</i> 449 #16, 450 <i>Summarize the Mathematics</i> 431, 434, 442 <b>Teacher's Guide:</b> IN T426, T427, T429; N T430; MT T431, T442	<b>Student Edition:</b> 232-233, 240 <i>On Your Own</i> 102 #29 <i>Think About This Situation</i> 232 <b>Teacher's Guide:</b> OYO T102	<b>Student Edition:</b> 282-287, 288-296, 297-303, 304-309, 310-315, 316-318, 319-324 <b>Teacher's Guide:</b> CMT T304; I T403; JE T304	<b>Student Edition:</b> 514-517, 523-526, 527-534, 538-539 #1, 540 #2, 547-551, 552-554, 557 #5, 558-561, 566 #2

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-3.4.3</b>  <i>Students will be able to perform constructions such as a line parallel to a given line through a point not on the line, the perpendicular bisector of a line segment and the bisector of an angle.</i></p>	<p><b>Student Edition:</b>            371 #3, 393 #27  <i>Applications</i> 386 #8</p>	<p><b>Student Edition:</b>            172 #4-#5, 201, 252  <i>On Your Own</i> 183 #8,            184 #9, 187 #16,            188 #18, 192 #32,            193 #36, 226 #27,            227 #30, 250 #21,            358 #50  <i>Summarize the Mathematics</i> 174  <b>Teacher's Guide:</b>            SM T174</p>	<p><b>Student Edition:</b>            319 #1, 320 #2, 321 #2  <b>Teacher's Guide:</b>            N T321</p>	<p>This standard can be met in Glencoe's <i>Geometry</i> © 2008 on pages 16, 25, 33, 35, 48, 182, 186, 225, 228, 234, 266, 267, 268, 341, 350, 409, 413, 576, 592, 594, 597</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<p><b>Big Idea: Data Analysis and Probability</b></p> <p>High school students extend data representations, interpretations and conclusions. They describe data distributions in multiple ways and connect data gathering issues with data interpretation issues. They relate curve-of-best-fit with two-variable data and determine a line-of-best-fit for a given set of data. They distinguish between combinations and permutations and compare and contrast theoretical and experimental probability.</p> <p><b>Academic Expectations</b></p> <p><b>2.8</b> Students understand various mathematical procedures and use them appropriately and accurately.</p> <p><b>2.13</b> Students understand and appropriately use statistics and probability.</p>			
	<p><b>Program of Studies: Understandings</b></p>			
	<p><b>MA-HS-DAP-U-1</b></p> <p>Students will understand that quantitative literacy is a necessary tool to be an intelligent consumer and citizen.</p>			
	<p><b>Program of Studies: Skills and Concepts</b></p> <p><b>MA-HS-DAP-S-DR1</b></p> <p>Students will be familiar with the definitions of measurement data and categorical data, univariate and bivariate data and the term variable.</p> <p><b>MA-HS-DAP-S-CDS1</b></p> <p>Students will understand the distinction between a statistic and a parameter.</p>			
	<p><b>MA-HS-DAP-U-2</b></p> <p>Students will understand that data analysis requires developing a plan for collecting, organizing and analyzing data in order to make decisions.</p>			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<p><b>MA-HS-DAP-S-CDS12</b> Students will evaluate reports based on data published in the media by considering the source of the data, the design of the study and the way the data are displayed and analyzed.</p> <p><b>MA-HS-DAP-S-ES1</b> Students will understand and explain the differences among various kinds of studies (e.g., randomized experiments and observational studies) and which types of inferences can be legitimately be drawn from each.</p> <p><b>MA-HS-DAP-S-ES2</b> Students will know the characteristics of well-designed studies, including the role of randomization in surveys and experiments.</p> <p><b>MA-HS-DAP-S-ES3</b> Students will use simulations to explore the variability of sample statistics from a known population and to construct sampling distributions.</p> <p><b>MA-HS-DAP-S-ES4</b> Students will evaluate published reports that are based on interpretations of data by examining the design of the study, the appropriateness of the data analysis and the validity of the conclusions.</p> <p><b>MA-HS-DAP-S-ES5</b> Students will explain the impact of sampling methods, bias and the phrasing of questions asked during data collection and the conclusions that can be justified.</p> <p><b>MA-HS-DAP-S-ES6</b> Students will design and conduct simple experiments or investigations to collect data to answer student generated questions.</p>			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-4.3.1</b>  <b>Students will recognize potential for bias resulting from the misuse of sampling methods (e.g., non-random sampling, polling only a specific group of people, using limited or extremely small sample sizes) and explain why these samples can lead to inaccurate inferences.</b>  <b>DOK 2</b></p>	<p>See <i>Core Plus Mathematics Course 2</i> © 2008.</p>	<p>Potential for bias can be discussed with the following examples.  <b>Student Edition:</b>  <i>On Your Own</i> 538 #7b, 541 #16, 557 #16, 577 #12a</p>	<p><b>Student Edition:</b>  117 #4, 121-123, 133 #1, 134 #3, 136-139, 165 #1, 166 #2, 167 #3  <i>On Your Own</i> 128  <b>Teacher's Guide:</b>  I T121; TN T168</p>	<p><b>Student Edition:</b>  323 #2, 324 #3, 326 #1-#2, 334 #3, 335 #5, 336 #7, 344 #1, 345 #2, 347 #2, 348 #1  <i>On Your Own</i> 325  <i>Think About This Situation</i> 332</p>
<p><i>MA-HS-4.3.2</i>  <i>Students will design simple experiments or investigations to collect data to answer questions of interest.</i></p>	<p><b>Student Edition:</b>  <i>Looking Back</i> 588 #4  <i>Reflections</i> 578 #15</p>	<p><b>Student Edition:</b>  546-548, 563 #3, 567 #5, 570-571  <i>Check Your Understanding</i> 548  <i>On Your Own</i> 538 #8  <b>Teacher's Guide:</b>  OYO T538</p>	<p><b>Student Edition:</b>  117 #4, 121-123, 133 #1, 134 #3, 136-139, 165 #1, 166 #2, 167 #3  <i>On Your Own</i> 128  <b>Teacher's Guide:</b>  I T121; TN T168</p>	<p><b>Student Edition:</b>  277 #1, 324 #3  <i>On Your Own</i> 325  <i>Think About This Situation</i> 332</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
MA-HS-4.3.3 Students will explain the differences between randomized experiments and observational studies.	<b>Student Edition:</b> 558-563, 565-567 <i>Applications</i> 574 #4 <i>Check Your Understanding</i> 564, 567 <i>Summarize the Mathematics</i> 563, 567 <b>Teacher's Guide:</b> IN T559; MT T563; TN T563; TR T558, T560	<b>Student Edition:</b> 529-530 <i>Check Your Understanding</i> 531 <i>On Your Own</i> 538 #6, 542, 543-544 #26-#27, 550 #4-#5, 554 #7, 578 #16 <b>Teacher's Guide:</b> CYU T531; OYO T542	<b>Student Edition:</b> 133 #1, 136 #1 <b>Teacher's Guide:</b> TN T136	<b>Student Edition:</b> 333-337, 338-343, 344-351
<b>MA-HS-DAP-U-3</b> Students will understand that graphical and numerical techniques can be used to study patterns and analyze data.				

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-DAP-S-DR3</b>				
	Students will display the distribution, analyze patterns and describe relationships in paired data for univariate measurement data.			
<b>MA-HS-DAP-S-DR4</b>				
	Students will display a scatterplot and describe its shape for bivariate data.			
<b>MA-HS-DAP-S-DR5</b>				
	Students will display and discuss bivariate data where at least one variable is categorical.			
<b>MA-HS-DAP-S-DR6</b>				
	Students will organize and display data using appropriate methods (e.g., spreadsheets and graphing calculators) to detect patterns and departures from patterns.			
<b>MA-HS-DAP-S-CDS2</b>				
	Students will describe the shape and select and calculate summary statistics for univariate measurement data, using technological tools as necessary.			
<b>MA-HS-DAP-S-CDS3</b>				
	Students will recognize how linear transformations of univariate data affect shape, center and spread.			
<b>MA-HS-DAP-S-CDS4</b>				
	Students will determine regression coefficients, regression equations and correlation coefficients for bivariate data using technological tools.			
<b>MA-HS-DAP-S-CDS5</b>				
	Students will apply line-of-best fit equations for a set of two-variable data to make predictions.			
<b>MA-HS-DAP-S-CDS6</b>				
	Students will collect, organize and display bivariate data and use a curve of best fit as a model to make predictions.			
<b>MA-HS-DAP-S-CDS7</b>				
	Students will identify trends in bivariate data and find functions that model the data or transform the data, so that they can be modeled.			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-4.1.1</b> <b>Students will analyze and make inferences from a set of data with no more than two variables, and will analyze problems for the use and misuse of data representations.</b> <b>DOK 3</b>	<b>Student Edition:</b> 533-535, 554, 555, 561, 562 <i>Applications</i> 542 #2-#3, 571 #1, 572 #2, 573 #3, 575 #4 <i>Check Your Understanding</i> 536 <i>Connections</i> 544 #7, 545 #8-#10, 577 #11 <i>Summarize the Mathematics</i> 536 <b>Teacher's Guide:</b> MT T536; TR T534	<b>Student Edition:</b> 258, 264-267, 524, 561 <i>On Your Own</i> 539 #9, 578 #15, 579 #18, 580 #19, 584 #25 <i>Summarize the Mathematics</i> 551 <b>Teacher's Guide:</b> T561A; OYO T539	<b>Student Edition:</b> 50 #3, 52 #1, 53 #2, 401 #3, 459 #3, 561-564 <i>Checkpoint</i> 51 <b>Teacher's Guide:</b> I T561	<b>Student Edition:</b> 205 #1, 307-310, 319-322, 323-325, 326-329
<b>MA-HS-4.1.2</b> <b>Students will construct data displays for data with no more than two variables.</b> <b>DOK 2</b>	<b>Student Edition:</b> 533-535, 554, 555, 561 <i>Applications</i> 542 #2-#3, 571 #1, 572 #2, 573 #3, 575 #4 <i>Check Your Understanding</i> 536 <i>Connections</i> 544 #7, 545 #8-#10, 577 #11 <i>Summarize the Mathematics</i> 536 <b>Teacher's Guide:</b> MT T536; TR T534	<b>Student Edition:</b> 259, 525 #2, 550 #3, 562-564, 566 #3, 571 #2c <i>Check Your Understanding</i> 264, 565, 569 #a <i>On Your Own</i> 543-544 #26, 555 #9, 573 #1c, 577 #9, #11 <b>Teacher's Guide:</b> CYU T569; PMD T528A	<b>Student Edition:</b> 50 #3, 52 #1, 53 #2, 401 #3, 459 #3, 561-564 <i>Checkpoint</i> 51 <b>Teacher's Guide:</b> I T561	<b>Student Edition:</b> 205 #1, 307-310, 319-322, 323-325, 326-329

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<b>MA-HS-4.2.3</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>• identify an appropriate curve of best fit (linear, quadratic, exponential) for a set of two-variable data;</li> <li>• determine a line of best fit equation for a set of linear two-variable data and</li> <li>• apply a line of best fit to make predictions within and beyond a given set of two-variable data.</li> </ul> <p style="text-align: right;"><b>DOK 3</b></p>	<b>Student Edition:</b> 161-167 <i>Applications</i> 171 #10, 173 #12 <i>Check Your Understanding</i> 167 <i>Connections</i> 179 #27 <i>Summarize the Mathematics</i> 167 <b>Teacher's Guide:</b> IN T162, T164, T165; MT T167; TN T163, T164, T165	<b>Student Edition:</b> 282-284, 286-290, 291-294, 299-300 <i>On Your Own</i> 19-20 #8, 279 #26 <i>Summarize the Mathematics</i> 290 <i>Think About This Situation</i> 281 <b>Teacher's Guide:</b> T287-T288, T289A; CYU T290; TS T281	<b>Student Edition:</b> 50 #3, 52 #1, 53 #2, 401 #3, 459 #3, 561-564 <i>Checkpoint</i> 51 <b>Teacher's Guide:</b> I T561	<b>Student Edition:</b> 180-185, 186-189, 190 #2, 191 #3, 192 #1, 195 #3, 198-201, 202-203 #1, 212 #8 <b>Teacher's Guide:</b> I T232; N T232
	<b>MA-HS-DAP-U-4</b> Students will understand that the choice of data display can affect the visual message communicated.			
	<b>MA-HS-DAP-S-DR2</b> Students will apply histograms, parallel box plots and scatterplots to display data.			
	<b>MA-HS-DAP-S-DR7</b> Students will identify and explain misleading uses of data displays.			
	<b>MA-HS-DAP-U-5</b> Students will understand that inferences and predictions from data are used to make critical and informed decisions.			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<b>MA-HS-DAP-S-CDS8</b> Students will understand how simple statistics reflect the values of population parameters and use sampling distributions as the basis for informal inference.			
	<b>MA-HS-DAP-S-CDS9</b> Students will explore how basic statistical techniques monitor process characteristics in the workplace.			
	<b>MA-HS-DAP-S-CDS10</b> Students will compare data sets using graphs and summary statistics.			
	<b>MA-HS-DAP-S-CDS11</b> Students will know the characteristics of the Gaussian normal distribution (bell-shaped curve).			
	<b>MA-HS-DAP-S-CDS12</b> Students will evaluate reports based on data published in the media by considering the source of the data, the design of the study and the way the data are displayed and analyzed.			
	<b>MA-HS-DAP-S-CDS13</b> Students will identify and explain misleading uses of data.			
	<b>MA-HS-4.2.1</b> <b>Students will describe and compare data distributions and make inferences from the data based on the shapes of graphs, measures of center (mean, median, mode) and measures of spread (range, standard deviation).</b>  <b>DOK 2</b>	<b>Student Edition:</b> 76-83, 83-88, 116--122 <i>Check Your Understanding</i> 83, 89, 123 <i>Summarize the Mathematics</i> 83, 89, 122 <b>Teacher's Guide:</b> CM T77; IN T76, T78; MT T83, T89, T122; TN T76, T82	<b>Student Edition:</b> 291, 551 #5c <i>On Your Own</i> 20 #9, 92 #7, 131 #31, 185 #12, 186 #13-#14, 250 #22, 279 #22, 310 #7, 316 #19, 320 #27, 558 #18 <i>Summarize the Mathematics</i> 589 <b>Teacher's Guide:</b> T291	<b>Student Edition:</b> 347 #2a, 349 #7-#8, 352 #2a, 353 #7, 356 #2a, 358 #1, 359 #2 <i>On Your Own</i> 350, 354

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
MA-HS-4.2.2 Students will know the characteristics of the Gaussian normal distribution (bell-shaped curve).	<b>Student Edition:</b> 116-122 <i>Check Your Understanding</i> 123 <i>Extensions</i> 141 #27 <i>Summarize the Mathematics</i> 122 <b>Teacher's Guide:</b> IN T118, T121; MT T122; TN T120	<b>Student Edition:</b> <i>On Your Own</i> 278 #18 <b>Teacher's Guide:</b> OYO T278	<b>Student Edition:</b> 347 #2a, 349 #7-#8, 352 #2a, 353 #7, 356 #2a, 358 #1, 359 #2 <i>On Your Own</i> 350, 354	<b>Student Edition:</b> 205 #1, 307-310, 319-322, 323-325, 326-329
MA-HS-4.2.4 Students will recognize when arguments based on data confuse correlation and causation.	<b>Student Edition:</b> 8-10 <i>Applications</i> 14 #1, #2 <i>Check Your Understanding</i> 10 <i>Summarize the Mathematics</i> 10 <b>Teacher's Guide:</b> IN T8	<b>Student Edition:</b> 257, 259-263, 264-268, 281-284, 286-290, 291-297, 299-303 <i>Check Your Understanding</i> 264, 268, 285, 298, 304 <i>On Your Own</i> 269-274, 452 #26 <i>Summarize the Mathematics</i> 263, 268, 303 <i>Think About This Situation</i> 259, 281 <b>Teacher's Guide:</b> T282; SM T263A, T303	<b>Student Edition:</b> 50 #3, 52 #1, 53 #2, 401 #3, 459 #3, 561-564 <i>Checkpoint</i> 51 <b>Teacher's Guide:</b> I T561	<b>Student Edition:</b> 180-185, 186-189, 190 #2, 191 #3, 192 #1, 195 #3, 198-201, 202-203 #1, 212 #8 <b>Teacher's Guide:</b> I T232; N T232

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-DAP-U-6</b>	Students will understand that probability can be used to make decisions or predictions or to draw conclusions.			
<b>MA-HS-DAP-S-P1</b>	Students will design and conduct probability simulations and interpret the results.			
<b>MA-HS-DAP-S-P2</b>	Students will apply the concepts of sample space and probability distribution to construct sample spaces and distributions in simple cases.			
<b>MA-HS-DAP-S-P3</b>	Students will design simulations to construct empirical probability distributions and report/interpret the results.			
<b>MA-HS-DAP-S-P4</b>	Students will compute and interpret the expected value of random variables in simple cases.			
<b>MA-HS-DAP-S-P5</b>	Students will apply the concepts of conditional probability and independent events and be able to compute those probabilities.			
<b>MA-HS-DAP-S-P6</b>	Students will compute the probability of a compound event.			
<b>MA-HS-DAP-S-P7</b>	Students will explain how probability quantifies the likelihood that an event occurs in terms of numbers.			
<b>MA-HS-DAP-S-P8</b>	Students will explain how the relative frequency of a specified outcome of an event can be used to estimate the probability of the outcome.			
<b>MA-HS-DAP-S-P9</b>	Students will explain how the law of large numbers can be applied in simple examples.			
<b>MA-HS-DAP-S-P10</b>	Students will determine and compare theoretical and experimental probabilities.			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<p><b>MA-HS-DAP-S-P11</b> Students will determine the probability of an event and the probability of its complement.</p> <p><b>MA-HS-DAP-S-P12</b> Students will make predictions and draw inferences from probabilities. And apply probability concepts to practical situations to make informed decisions.</p> <p><b>MA-HS-DAP-S-P13</b> Students will determine probabilities involving replacement and non-replacement.</p> <p><b>MA-HS-DAP-S-P14</b> Students will recognize and identify the differences between combinations and permutations and use them to count discrete quantities.</p> <p><b>MA-HS-DAP-S-P15</b> Students will represent probabilities in multiple ways (e.g., fractions, decimals, percentages, geometric area models).</p>			
<p><b>MA-HS-4.4.1</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• determine theoretical and experimental (from given data) probabilities;</li> <li>• make predictions and draw inferences from probabilities;</li> <li>• compare theoretical and experimental probabilities and</li> <li>• determine probabilities involving replacement and non-replacement.</li> </ul> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>Student Edition:</b> 532-535 <i>Applications</i> 572 #2e <i>Check Your Understanding</i> 536 <i>Reflections</i> 578 #15-#16 <i>Summarize the Mathematics</i> 536, 589e <b>Teacher’s Guide:</b> MT T536</p>	<p><b>Student Edition:</b> 524, 526 #4, 528-529, 533-534 #3, 563-564 <i>Check Your Understanding</i> 535, 565, 569 <i>On Your Own</i> 538 #6, 573 <i>Think About This Situation</i> 523 <b>Teacher’s Guide:</b> T561A; TS T523</p>	<p><b>Student Edition:</b> 266 #1b, 398 #3, 405-410, 411 #1-#2, 412 #1, 413 #4, 414 #4, 415 #3 <b>Teacher’s Guide:</b> CMT T410; I T405</p>	<p><b>Student Edition:</b> 241 #1, 242 #3, 243 #5, 250 #2, 251 #3, 253 #4, 254 #1 <b>Teacher’s Guide:</b> CMT T293; I T290</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><i>MA-HS-4.4.2</i>  <i>Students will recognize and identify the differences between combinations and permutations and use them to count discrete quantities.</i></p>	<p><b>Student Edition:</b>  <i>Extensions</i>            581 #21-#22</p>	<p><b>Student Edition:</b>  <i>On Your Own</i>            539-540 #9-#10, #13,            555 #9a  <b>Teacher's Guide:</b>            OYO T539, T540, T555</p>	<p><b>Student Edition:</b>            110 #3, 415 #3</p>	<p><b>Student Edition:</b>            216-222, 223-231,            232-237, 241-249,            250-255</p>
<p><i>MA-HS-4.4.3</i>  <i>Students will represent probabilities in multiple ways, such as fractions, decimals, percentages and geometric area models.</i></p>	<p><b>Student Edition:</b>            568-570  <i>Applications</i> 573 #3  <i>Check Your Understanding</i> 570  <i>Summarize the Mathematics</i> 570  <b>Teacher's Guide:</b>            MT T570</p>	<p><b>Student Edition:</b>            524 #1a, 549-550,            566 #2  <i>Check Your Understanding</i> 531,            551  <i>On Your Own</i>            536 #1, 552 #4  <b>Teacher's Guide:</b>            T526, T529, T532,            T566A; CYU T569;            OYO T536, T581;            TS T523</p>	<p><b>Student Edition:</b>            266 #1b, 398 #3,            405-410, 411 #1-#2,            412 #1, 413 #4, 414 #4,            415 #3  <b>Teacher's Guide:</b>            CMT T410; I T405</p>	<p><b>Student Edition:</b>            241 #1, 242 #3,            243 #5, 250 #2,            251 #3, 253 #4,            254 #1  <b>Teacher's Guide:</b>            CMT T293; I T290</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
MA-HS-4.4.4 Students will explain how the law of large numbers can be applied in simple examples.	<b>Student Edition:</b> 555 #6, 556 #7-#8 <i>Applications</i> 573 #3 <i>Check Your Understanding</i> 557-558 <i>Reflections</i> 578 #17 <i>Summarize the Mathematics</i> 557 <b>Teacher's Guide:</b> IN T556	<b>Student Edition:</b> 562 #1 <i>On Your Own</i> 543-544 #26, 554 #7 <b>Teacher's Guide:</b> T561A; OYO T554	<b>Student Edition:</b> 411 #2	See Glencoe's <i>Core-Plus Mathematics Course 1</i> © 2008.
	<p><b>Big Idea: Algebraic Thinking</b>            High school students extend analysis and use of functions and focus on linear, quadratic, absolute value and exponential functions. They explore parametric changes on graphs of functions. They use rules and properties to simplify algebraic expressions. They combine simple rational expressions and simple polynomial expressions. They factor polynomial expressions and quadratics of the form <math>1x^2+bx+c</math>.</p> <p><b>Academic Expectations</b></p> <p><b>2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>2.8</b> Students understand various mathematical procedures and use them appropriately and accurately.</p> <p><b>2.11</b> Students understand mathematical change concepts and use them appropriately and accurately.</p> <p><b>2.12</b> Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p>			
	<p><b>Program of Studies: Understandings</b>  <b>MA-HS-AT-U-1</b>            Students will understand that patterns, relations and functions are tools that help explain or predict real-world phenomena.</p>			

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<b>Program of Studies: Skills and Concepts</b> <b>MA-HS-AT-S-PRF1</b> Students will use explicitly-defined or recursively defined functions to generalize patterns.				
<b>Related Core Content for Assessment</b>  <b>MA-HS-5.1.1</b> <b>Students will identify multiple representations (tables, graphs, equations) of functions (linear, quadratic, absolute value, exponential) in real-world or mathematical problems. DOK 2</b>	<b>Student Edition:</b> 188-190, 463-467 <i>Check Your Understanding</i> 191, 468 <i>Extensions</i> 487 #23, 488 #25 <i>Looking Back</i> 234 #3, 235 #5 <i>Reflections</i> 207 #19 <i>Summarize the Mathematics</i> 190, 468 <b>Teacher's Guide:</b> IN T189, T190, T463, T464, T466; MT T190B; TN T188, T467; TR T189	<b>Student Edition:</b> 5, 10-14, 30-32, 324-330, 336-339, 360-361, 364-366, 459-466 <i>Check Your Understanding</i> 9, 15, 33, 331 <i>On Your Own</i> 16-19, 34-38, 227 #28, 316 #20 <i>Summarize the Mathematics</i> 9, 14, 33 <i>Think About This Situation</i> 360 <b>Teacher's Guide:</b> PMD T14D	<b>Student Edition:</b> 226-228, 229-233, 234-239 <b>Teacher's Guide:</b> I T431; SS T178	<b>Student Edition:</b> 37-40, 407 #1, 410 #5, 413 #2, 421 #5 <i>On Your Own</i> 412 <b>Teacher's Guide:</b> CMT T43; I T472
<b>MA-HS-AT-U-2</b> Students will understand that there are relationships between and among patterns and functions, their representations and their properties.				

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-AT-S-PRF1</b>				
Students will use explicitly-defined or recursively defined functions to generalize patterns.				
<b>MA-HS-AT-S-PRF2</b>				
Students will understand relations and functions and use various representations for them.				
<b>MA-HS-AT-S-PRF6</b>				
Students will interpret representations of functions of two variables.				
<b>MA-HS-AT-S-PRF9</b>				
Students will determine whether a relationship given in symbolic or graphical form is a function.				
<b>MA-HS-AT-S-PRF11</b>				
Students will understand functional notation and evaluate a function at a specified point in its domain.				
<b>MA-HS-AT-S-PRF12</b>				
Students will combine functions by addition, subtraction, multiplication and compositions.				
<b>MA-HS-AT-S-PRF13</b>				
Students will graph linear, absolute value, quadratic and exponential functions and identify their key characteristics.				
<b>MA-HS-AT-S-PRF16</b>				
Students will see the patterns in arithmetic and geometric sequences using recursion.				
<b>MA-HS-AT-S-PRF17</b>				
Students will see patterns in other sequences (e.g., quadratic, cubic).				
<b>MA-HS-AT-S-PRF18</b>				
Students will relate the patterns in arithmetic sequences to linear functions.				
<b>MA-HS-AT-S-PRF19</b>				
Students will relate the patterns in geometric sequences to exponential functions.				

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-5.1.1</b>  <b>Students will identify multiple representations (tables, graphs, equations) of functions (linear, quadratic, absolute value, exponential) in real-world or mathematical problems.</b>      <b>DOK 2</b></p>	<p><b>Student Edition:</b>  188-190, 463-467  <i>Check Your Understanding</i> 191, 468  <i>Extensions</i> 487 #23, 488 #25  <i>Looking Back</i> 234 #3, 235 #5  <i>Reflections</i> 207 #19  <i>Summarize the Mathematics</i> 190, 468  <b>Teacher's Guide:</b>  IN T189, T190, T463, T464, T466; MT T190B; TN T188, T467; TR T189</p>	<p><b>Student Edition:</b>  5, 10-14, 30-32, 324-330, 336-339, 360-361, 364-366, 459-466  <i>Check Your Understanding</i> 9, 15, 33, 331  <i>On Your Own</i> 16-19, 34-38, 227 #28, 316 #20  <i>Summarize the Mathematics</i> 9, 14, 33  <i>Think About This Situation</i> 360  <b>Teacher's Guide:</b>  PMD 14D</p>	<p><b>Student Edition:</b>  226-228, 229-233, 234-239  <b>Teacher's Guide:</b>  I T431; SS T178</p>	<p><b>Student Edition:</b>  37-40, 407 #1, 410 #5, 413 #2, 421 #5  <i>On Your Own</i> 412  <b>Teacher's Guide:</b>  CMT T43; I T472</p>
<p><b>MA-HS-5.1.2</b>  <i>Students will identify, relate and apply representations (graphs, equations, tables) of a piecewise function (such as long distance telephone rates) from mathematical or real-world information.</i></p>	<p>See Glencoe's <i>Core Plus Mathematics Course 2</i> © 2008.</p>	<p><b>Student Edition:</b>  <i>On Your Own</i> 345-346 #3  <b>Teacher's Guide:</b>  OYO T346d</p>	<p><b>Student Edition:</b>  226-228, 229-233, 234-239  <b>Teacher's Guide:</b>  I T431; SS T178</p>	<p><b>Student Edition:</b>  37-40, 407 #1, 410 #5, 413 #2, 421 #5  <i>On Your Own</i> 412  <b>Teacher's Guide:</b>  CMT T43; I T472</p>

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<p>MA-HS-5.1.4</p> <p>Students will recognize and solve problems that can be modeled using an exponential function, such as compound interest problems.</p>	<p><b>Student Edition:</b> 298-300</p> <p><i>Check Your Understanding</i> 301</p> <p><i>Summarize the Mathematics</i> 300</p> <p><b>Teacher’s Guide:</b> D T299; IN T299, T300, T301; MT T300A</p>	<p><b>Student Edition:</b> 379 #1-#2</p> <p><i>Check Your Understanding</i> 383</p> <p><i>On Your Own</i> 385, 386 #11, 387 #12-#14</p> <p><i>Summarize the Mathematics</i> 383</p> <p><b>Teacher’s Guide:</b> T382; OYO T385, T387</p>	<p><b>Student Edition:</b> 176 #2, 425 #3</p>	<p><b>Student Edition:</b> 436-439, 440-443, 451 #1, 452 #3, 455 #3</p>
<p>MA-HS-5.1.5</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• determine if a relation is a function;</li> <li>• determine the domain and range of a function (linear and quadratic);</li> <li>• determine the slope and intercepts of a linear function;</li> <li>• determine the maximum, minimum, and intercepts (roots/zeros) of a quadratic function and</li> <li>• evaluate a function written in function notation for a specified rational number. <span style="float: right;">DOK 2</span></li> </ul>	<p><b>Student Edition:</b> 150-155, 232-236, 462-467, 473-478</p> <p><i>Check Your Understanding</i> 156, 236, 468, 479</p> <p><i>Connections</i> 177 #21</p> <p><i>Reflections</i> 177 #23</p> <p><i>Summarize the Mathematics</i> 156, 236, 468, 478</p> <p><b>Teacher’s Guide:</b> IN T236, T474, T476; TN T474</p>	<p><b>Student Edition:</b> 326-330, 334 #4-#5, 365 #4, 366 #5</p> <p><i>Check Your Understanding</i> 331, 335</p> <p><i>On Your Own</i> 369 #5</p> <p><i>Summarize the Mathematics</i> 331, 335</p> <p><b>Teacher’s Guide:</b> PMD T335A-T335B</p>	<p><b>Student Edition:</b> 176 #3, 425 #5, 431 #3, 436 #3, 438 #1, 439 #1, 440 #1</p> <p><i>Checkpoint</i> 427, 433</p> <p><i>Think About This Situation</i> 441</p>	<p><b>Student Edition:</b> 368 #1, 371 #5, 404 #5, 406-411, 412-415, 416-425, 432 #10, 457 #7</p> <p><i>Checkpoint</i> 433</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-5.1.8</b> <b>Students will identify the changes and explain how changes in parameters affect graphs of functions (linear, quadratic, absolute value, exponential) (e.g., compare <math>y = x^2</math>, <math>y = 2x^2</math>, <math>y = (x-4)^2</math>, and <math>y = x^2+3</math>).</b> <b>DOK 2</b>	<b>Student Edition:</b> 57, 475, 477 <i>Check Your Understanding</i> 479 <i>Connections</i> 345 #21 <i>Extensions</i> 487 #22-#23 <b>Teacher's Guide:</b> T57A, T57B, T58, T58A, T58B	<b>Student Edition:</b> 325-329 #2, 342-343 #6, 371 #14 <i>Check Your Understanding</i> 335 <i>Summarize the Mathematics</i> 363 <b>Teacher's Guide:</b> CYU T335; PMD T14D; SM T363	<b>Student Edition:</b> 176 #2, 426 #5, 431 #2, 435 #2b, 444 #6, 446 #1, 449 #a-#b <i>Checkpoint</i> 427, 445, 448	<b>Student Edition:</b> 21 #5, 159 #2, 457 #7, 476 #2, 481 #3, 507 #7, 544 #4, 545 #7, 571 #7, 599 #7 <i>Think About This Situation</i> 480
	<b>MA-HS-AT-U-3</b> Students will understand that algebra represents mathematical situations and structures for analysis and problem solving.			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<b>MA-HS-AT-S-VEO1</b> Students will write expressions, equations, inequalities and relations in equivalent forms.			
	<b>MA-HS-AT-S-VEO2</b> Students will use symbolic algebra to represent and explain mathematical relationships.			
	<b>MA-HS-AT-S-VEO3</b> Students will use symbolic expressions, including iterative and recursive forms, to represent relationships among various contexts.			
	<b>MA-HS-AT-S-VEO4</b> Students will judge the meaning, utility and reasonableness of the results of symbol manipulations, including those carried out using technology.			
	<b>MA-HS-AT-S-VEO5</b> Students will understand the properties of integer exponents and roots and apply these properties to simplify algebraic expressions.			
	<b>MA-HS-AT-S-VEO6</b> Students will add, subtract and multiply polynomials.			
	<b>MA-HS-AT-S-VEO7</b> Students will divide a polynomial by a first-degree polynomial.			
	<b>MA-HS-AT-S-VEO8</b> Students will factor polynomials by removing the greatest common factor.			
	<b>MA-HS-AT-S-VEO9</b> Students will factor quadratic polynomials.			
	<b>MA-HS-AT-S-VEO10</b> Students will determine when an expression is undefined.			
	<b>MA-HS-AT-S-VEO11</b> Students will add, subtract, multiply, divide and simplify rational expressions.			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-AT-S-VEO12</b>				
	Students will evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables.			
<b>MA-HS-AT-S-EI1</b>				
	Students will write equivalent forms of equations, inequalities and systems of equations and inequalities and solve them with fluency - mentally or with paper and pencil in simple cases and using technology in all cases.			
<b>MA-HS-AT-S-EI2</b>				
	Students will draw reasonable conclusions about a situation being modeled.			
<b>MA-HS-AT-S-EI3</b>				
	Students will solve one-variable equations and inequalities using manipulatives, symbols, procedures and graphing, including graphing the solution set on a number line.			
<b>MA-HS-AT-S-EI4</b>				
	Students will solve linear equations and inequalities in one variable including those involving the absolute value of a linear function.			
<b>MA-HS-AT-S-EI5</b>				
	Students will solve an equation involving several variables for one variable in terms of the others.			
<b>MA-HS-AT-S-EI6</b>				
	Students will solve systems of two linear equations in two variables.			
<b>MA-HS-AT-S-EI7</b>				
	Students will solve systems of three linear equations in three variables.			
<b>MA-HS-AT-S-EI8</b>				
	Students will solve quadratic equations in one variable.			
<b>MA-HS-AT-S-EI9</b>				
	Students will approximate and interpret rates of change from graphical and numerical data.			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-5.2.1</b>  <b>Students will apply order of operations, real number properties (identity, inverse, commutative, associative, distributive, closure) and rules of exponents (integer) to simplify algebraic expressions.</b>  <b>DOK 1</b></p>	<p><b>Student Edition:</b>  220, 304-305, 332-334  <i>Check Your Understanding</i> 306, 334  <i>Looking Back</i> 356 #2  <i>Extensions</i> 351 #35  <b>Teacher's Guide:</b>  D T332; IN T220, T305;  TR T220</p>	<p><b>Student Edition:</b>  32 #6, 54 #1f  <i>Check Your Understanding</i> 367  <i>On Your Own</i>  24 #22-#23, 37 #7e,  38 #10, 46 #29, 48 #35,  61 #1, 64 #13, 66 #18,  101 #25, 130 #24,  156 #28, 194 #39  <i>Summarize the Mathematics</i> 33</p>	<p><b>Student Edition:</b>  194, 195 #6, 199 #6,  201 #b, 204 #1-#2,  206 #3  <i>Checkpoint</i> 196, 200</p>	<p><b>Student Edition:</b>  20 #4, 21 #10,  51 #10, 72 #2,  73 #9, 134 #2,  178 #2</p>
<p>MA-HS-5.2.2  Students will evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables.</p>	<p><b>Student Edition:</b>  496 #3, 497 #4, 497 #6  <i>Extensions</i> 508 #22, #24,  521 #19  <b>Teacher's Guide:</b>  IN T508</p>	<p><b>Student Edition:</b>  69 #1d  <i>On Your Own</i> 24 #25,  44 #25d, 64 #15,  352 #24, 396 #6  <b>Teacher's Guide:</b>  SM T344</p>	<p><b>Student Edition:</b>  194, 195 #6, 199 #6,  201 #b, 204 #1-#2,  206 #3  <i>Checkpoint</i> 196, 200</p>	<p><b>Student Edition:</b>  20 #4, 21 #10, 51 #10,  72 #2, 73 #9, 134 #2,  178 #2</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><i>MA-HS-5.2.3</i>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• add, subtract and multiply polynomial expressions;</li> <li>• factor polynomial expressions using the greatest common monomial factor and</li> <li>• factor quadratic polynomials of the form <math>ax^2 + bx + c</math>, when <math>a = 1</math> and <math>b</math> and <math>c</math> are integers. <b>DOK 2</b></li> </ul>	<p><b>Student Edition:</b>            495, 497 #5  <i>Check Your Understanding</i>            498a, c, d, e, f  <i>Extensions</i> 508 #23  <b>Teacher’s Guide:</b>            MT T498</p>	<p><b>Student Edition:</b>            55 #2, 56 #4, 59 #4,            337-339  <i>Check Your Understanding</i> 60, 340  <i>On Your Own</i>            62 #6-#7, 65 #17, 130            #27,            348 #12-#13,            350 #19, 395 #5  <i>Summarize the Mathematics</i> 57, 340  <b>Teacher’s Guide:</b>            T336-T339;            SM T340</p>	<p><b>Student Edition:</b>            194, 195 #6, 199 #6,            201 #b, 204 #1-#2,            206 #3  <i>Checkpoint</i> 196, 200</p>	<p><b>Student Edition:</b>            20 #4, 21 #10, 51 #10,            72 #2, 73 #9, 134 #2,            178 #2</p>
<p><i>MA-HS-5.2.4</i>  <i>Students will factor quadratic polynomials, such as perfect square trinomials and quadratic polynomials of the form <math>ax^2 + bx + c</math> when <math>a \neq 1</math> and <math>b</math> and <math>c</math> are integers.</i></p>	<p><b>Student Edition:</b>            475-476 #5, 496 #3,            501 #5  <i>Check Your Understanding</i> 498  <i>Looking Back</i> 528 #5  <i>Summarize the Mathematics</i> 498  <b>Teacher’s Guide:</b>            IN T476, MT T498</p>	<p><b>Student Edition:</b>            336 #1, 337 #2f, #4,            338 #9j, 339 #10j, #11h  <i>On Your Own</i>            348 #13g, 395 #5d</p>	<p><b>Student Edition:</b>            209-211, 212-214,            220 #1b, 222 #1,            223 #1, 224 #4  <b>Teacher’s Guide:</b>            CMT T211, T214</p>	<p><b>Student Edition:</b>            107 #5, 382-384,            385-389, 390-395,            404 #5, 432 #7</p>

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<p><b>MA-HS-5.2.5</b>  <b>Students will add, subtract, multiply and divide simple rational expressions with monomial first-degree denominators and integer numerators</b>            (e.g., <math>\frac{3}{5x} + \frac{4}{3y}</math>; <math>\frac{9}{2a} - \frac{7}{4b}</math>; <math>\frac{-3}{-5x} \times \frac{-4}{7y}</math>; <math>\frac{5}{2c} \div \frac{9}{-11d}</math>)  <b>and will express the results in simplified form.</b>  <b>DOK 1</b></p>	<p><b>Student Edition:</b>  <i>Applications</i>            343 #13,            344 #14-#16</p>	<p><b>Student Edition:</b>  <i>On Your Own</i> 369 #3,            372 #16, 373 #19  <b>Teacher's Guide:</b>            OYO T372 #16</p>	<p>This standard can be met using the following pages.  <b>Student Edition:</b>            73 #7, 268 #2, 406-411, 412-415, 416-425, 432 #10, 544 #2.</p>	<p><b>Student Edition:</b>            73 #7, 268 #2, 406-411, 412-415, 416-425, 432 #10, 544 #2</p>
<p><b>MA-HS-5.3.1</b>  <b>Students will model, solve and graph first degree, single variable equations and inequalities, including absolute value, based in real-world and mathematical problems and graph the solutions on a number line.</b>  <b>DOK 2</b></p>	<p><b>Student Edition:</b>  <i>Review</i> 549 #25, 554, 561, 562</p>	<p>The following examples can be graphed on a number line.  <b>Student Edition:</b>            8 #9  <b>Teacher's Guide:</b>            T8 #9</p>	<p><b>Student Edition:</b>            226-228, 229-233, 234-239, 426 #5, 434 #1, 436 #3, 459 #5, 480 #1a, 482 #3a  <i>Checkpoint</i> 178, 427  <b>Teacher's Guide:</b>            I T 226, T431;            SS T178, T228</p>	<p><b>Student Edition:</b>            37-40, 407 #1, 410 #5, 413 #2, 421 #5  <i>On Your Own</i> 412  <b>Teacher's Guide:</b>            CMT T43; T T472</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><i>MA-HS-5.3.2</i>  <i>Students will solve for a specified variable in a multivariable equation.</i></p>	<p><b>Student Edition:</b>            476 #6  <i>Applications</i> 481 #6  <i>Check Your Understanding</i> 442d</p>	<p><b>Student Edition:</b>            32 #6d  <i>Check Your Understanding</i> 29  <i>On Your Own</i> 36 #5d-e, 37 #7e, 38 #10, 39 #13, 43 #23a, 44 #25c-d, 229 #38  <i>Summarize the Mathematics</i> 29, 33  <b>Teacher's Guide:</b>            SM T33</p>	<p><b>Student Edition:</b>            15 #2, 17 #2, 18 #4, 19 #1, 20 #4, 21 #5  <i>Checkpoint</i> 16  <i>On Your Own</i> 16  <b>Teacher's Guide:</b>            CMT T16</p>	<p><b>Student Edition:</b>            209 #6, 269 #6, 317 #8, 352 #3</p>
<p><b>MA-HS-AT-U-4</b>  <i>Students will understand that real-world situations can be represented using mathematical models to analyze quantitative relationships.</i></p>				

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<b>MA-HS-AT-S-PRF14</b>				
Students will recognize and solve problems that can be modeled using linear, absolute value, quadratic or exponential functions.				
<p><i>MA-HS-5.1.2</i> Students will identify, relate and apply representations (graphs, equations, tables) of a piecewise function (such as long distance telephone rates) from mathematical or real-world information.</p>	<p>See Glencoe's <i>Core Plus Mathematics Course 2</i> © 2008.</p>	<p><b>Student Edition:</b> <i>On Your Own</i> 345-346 #3 <b>Teacher's Guide:</b> OYO T346d</p>	<p><b>Student Edition:</b> 226-228, 229-233, 234-239, 426 #5, 434 #1, 436 #3, 459 #5, 480 #1a, 482 #3a <i>Checkpoint</i> 178, 427 <b>Teacher's Guide:</b> I T 226, T431; SS T178, T228</p>	<p><b>Student Edition:</b> 37-40, 407 #1, 410 #5, 413 #2, 421 #5 <i>On Your Own</i> 412 <b>Teacher's Guide:</b> CMT T43; T T472</p>
<p><i>MA-HS-5.1.3</i> Students will demonstrate how equations and graphs are models of the relationship between two real-world quantities (e.g., the relationship between degrees Celsius and degrees Fahrenheit).</p>	<p><b>Student Edition:</b> 157-160 <i>Applications</i> 170 #5, 171 #10 <i>Check Your Understanding</i> 161 <i>Summarize the Mathematics</i> 160 <b>Teacher's Guide:</b> IN T160; MT T161; TN T171</p>	<p><b>Student Edition:</b> 5, 10-11, 14, 30-32, 326, 328-329, 338, 360-361, 364-366, 460 #1 <i>Check Your Understanding</i> 9, 33, 331 <i>On Your Own</i> 16-18, 34-37, 316 #20 <i>Think About This Situation</i> 360 <b>Teacher's Guide:</b> PMD T14D</p>	<p><b>Student Edition:</b> 226-228, 229-233, 234-239, 426 #5, 434 #1, 436 #3, 459 #5, 480 #1a, 482 #3a <i>Checkpoint</i> 178, 427 <b>Teacher's Guide:</b> I T 226, T431; SS T178, T228</p>	<p><b>Student Edition:</b> 37-40, 407 #1, 410 #5, 413 #2, 421 #5 <i>On Your Own</i> 412 <b>Teacher's Guide:</b> CMT T43; T T472</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-AT-U-5</b>	Students will understand that functions are used to analyze change in various contexts and model real-world phenomena.			
<b>MA-HS-AT-S-PRF3</b>	Students will analyze functions by investigating rates of change, intercepts, zeros, asymptotes and local and global behavior.			
<b>MA-HS-AT-S-PRF10</b>	Students will determine the domain of a function represented in either symbolic or graphical form.			
<b>MA-HS-AT-S-PRF15</b>	Students will extend the ideas of transformations and parametric changes of linear function, such as vertical and horizontal shifts, to transformations of non-linear functions.			
<b>MA-HS-AT-S-PRF20</b>	Students will solve problems that have direct or inverse relationships for any variable.			
<b>MA-HS-AT-S-EI10</b>	Students will graph a linear equation and demonstrate that it has a constant rate of change.			
<b>MA-HS-AT-S-EI11</b>	Students will relate the coefficients of a linear equation and the slope and x- and y-intercepts of its graph.			
<b>MA-HS-AT-S-EI12</b>	Students will relate a solution of a system of two linear equations in two variables and the graphs of the corresponding lines.			
<b>MA-HS-AT-S-EI13</b>	Students will graph the solution set of a linear inequality and identify whether the solution set is an open or closed half-plane.			
<b>MA-HS-AT-S-EI14</b>	Students will graph the solution set of a system of two or three linear inequalities.			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-AT-S-EI15</b>				
	Students will read information and draw conclusions from graphs and identify properties of a graph that provide useful information about the original problem.			
<b>MA-HS-AT-S-EI16</b>				
	Students will graph a quadratic function and understand the relationship between its real zeros and the x-intercepts of the graph.			
<b>MA-HS-AT-S-EI17</b>				
	Students will write and solve linear sentences, describing real-world situations by using and relating formulas, tables, graphs and equations.			
<b>MA-HS-AT-S-EI18</b>				
	Students will recognize and solve problems that can be modeled using a linear equation in one variable, a quadratic equation or a system of linear equations.			
<b>MA-HS-AT-S-EI19</b>				
	Students will use the skills learned to solve linear equations and inequalities to solve numerically, graphically or symbolically non-linear equations (e.g., absolute value, quadratic, exponential equations).			
<b>MA-HS-AT-S-EI20</b>				
	Students will use graphing technology to explore the meaning of quadratic equations with complex solutions.			

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
MA-HS-5.1.4 Students will recognize and solve problems that can be modeled using an exponential function, such as compound interest problems.	<b>Student Edition:</b> 299-300, 301-302 <i>Check Your Understanding</i> 301, 303 <i>Summarize the Mathematics</i> 300, 303 <b>Teacher's Guide:</b> D T299; IN T299, T300; MT T300A, T303; TN T302	<b>Student Edition:</b> 379 #1-#2 <i>Check Your Understanding</i> 383 <i>On Your Own</i> 385, 386 #11, 387 #12-#14 <i>Summarize the Mathematics</i> 383 <b>Teacher's Guide:</b> T382; OYO T385, T387	<b>Student Edition:</b> 176 #2, 425 #3	<b>Student Edition:</b> 436-439, 440-443, 451 #1, 452 #3, 455 #3

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-5.1.5</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• determine if a relation is a function;</li> <li>• determine the domain and range of a function (linear and quadratic);</li> <li>• determine the slope and intercepts of a linear function;</li> <li>• determine the maximum, minimum, and intercepts (roots/zeros) of a quadratic function and</li> <li>• evaluate a function written in function notation for a specified rational number.</li> </ul> <p><b>DOK 2</b></p>	<p><b>Student Edition:</b>  150-155, 232-236, 462-467, 473-478  <i>Check Your Understanding</i> 156, 236, 468, 479  <i>Connections</i> 177 #21  <i>Reflections</i> 177 #23  <i>Summarize the Mathematics</i> 156, 236, 468, 478  <b>Teacher's Guide:</b>  IN T236, T474, T476; TN T474</p>	<p><b>Student Edition:</b>  326-330, 334 #4-#5, 365 #4, 366 #5  <i>Check Your Understanding</i> 331, 335  <i>On Your Own</i> 369 #5  <i>Summarize the Mathematics</i> 331, 335  <b>Teacher's Guide:</b>  PMD T335A-T335B</p>	<p><b>Student Edition:</b>  176 #3, 425 #5, 431 #3, 436 #3, 438 #1, 439 #1, 440 #1  <i>Checkpoint</i> 427, 433  <i>Think About This Situation</i> 441</p>	<p><b>Student Edition:</b>  368 #1, 371 #5, 404 #5, 406-411, 412-415, 416-425, 432 #10, 457 #7  <i>Checkpoint</i> 433</p>
<p><i>MA-HS-5.1.6</i>  <i>Students will find the domain and range for absolute value functions.</i></p>	<p><b>Student Edition:</b>  <i>Extensions</i> 487 #23, 488 #23</p>	<p><b>Student Edition:</b>  <i>On Your Own</i> 305, 314 #12, 418, 555 #9  <b>Teacher's Guide:</b>  OYO T305, T314, T555</p>	<p>This standard can be met in Glencoe's <i>Algebra 2</i> © 2008 Lesson 2-6 pages 95-101.</p>	<p>This standard can be met in Glencoe's <i>Algebra 2</i> © 2008 Lesson 2-6 pages 95-101.</p>

STANDARDS	PAGE REFERENCES			
	Core-Plus Mathematics Course 1	Core-Plus Mathematics Course 2	Contemporary Mathematics Course 3	Contemporary Mathematics Course 4
<p><b>MA-HS-5.1.7</b>  <i>Students will apply and use direct and inverse variation to solve real-world and mathematical problems.</i></p>	<p><b>Student Edition:</b>  <i>Applications</i> 224 #1-#3  <i>Looking Back</i> 234 #3</p>	<p><b>Student Edition:</b>            3-8, 10-14  <i>Check Your Understanding</i> 9  <i>On Your Own</i> 16-18  <i>Summarize the Mathematics</i> 9, 14, 363  <i>Think About This Situation</i> 3  <b>Teacher's Guide:</b>            SM T14A-T14B, TS T3</p>	<p><b>Student Edition:</b>            506-510, 511-515,            519 #2, 520 #3, 523 #6,            524 #7, 525 #1, 526 #1,            527 #3, 528 #5, 529 #6  <b>Teacher's Guide:</b>            CMT T514</p>	<p><b>Student Edition:</b>            430 #4</p>
<p><b>MA-HS-5.1.8</b>  <b>Students will identify the changes and explain how changes in parameters affect graphs of functions (linear, quadratic, absolute value, exponential) (e.g., compare <math>y = x^2</math>, <math>y = 2x^2</math>, <math>y = (x-4)^2</math>, and <math>y = x^2+3</math>).</b>   <b>DOK 2</b></p>	<p><b>Student Edition:</b>            57, 475, 477  <i>Check Your Understanding</i> 479  <i>Connections</i> 345 #21  <i>Extensions</i> 487 #22-#23  <b>Teacher's Guide:</b>            T57A, T57B, T58, T58A, T58B</p>	<p><b>Student Edition:</b>            325-329 #2, 342-343 #6, 371 #14  <i>Check Your Understanding</i> 335  <i>Summarize the Mathematics</i> 363  <b>Teacher's Guide:</b>            CYU T335; PMD T14D; SM T363</p>	<p><b>Student Edition:</b>            176 #2, 426 #5, 431 #2,            435 #2b, 444 #6,            446 #1, 449 #a-#b  <i>Checkpoint</i> 427, 445,            448</p>	<p><b>Student Edition:</b>            21 #5, 159 #2,            457 #7, 476 #2,            481 #3, 507 #7,            544 #4, 545 #7,            571 #7, 599 #7  <i>Think About This Situation</i> 480</p>
<p><b>MA-HS-AT-U-6</b>  <i>Students will understand that functions can be written in words, in a symbolic sentence or in a table or graph.</i></p>				

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	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
	<p><b>MA-HS-AT-S-PRF4</b> Students will transform functions (e.g., arithmetically combining, composing and inverting commonly used functions), using technology on more complicated symbolic expressions.</p> <p><b>MA-HS-AT-S-PRF5</b> Students will understand and compare the properties of classes of functions (e.g., absolute value, step, exponential, polynomial, rational, logarithmic, periodic).</p> <p><b>MA-HS-AT-S-PRF7</b> Students will use a variety of symbolic representations, including recursive and parametric equations, for functions and relations.</p> <p><b>MA-HS-AT-S-PRF8</b> Students will identify essential quantitative relationships in a situation and determine the class or classes of functions that might model the relationship.</p>			
<p><b>MA-HS-5.3.3</b> Students will model, solve and graph first degree, two-variable equations and inequalities in real-world and mathematical problems.</p>	<p><b>Student Edition:</b> 186-190, 196 #5 <i>Check Your Understanding</i> 191 <i>Extensions</i> 180 #30 <i>Summarize the Mathematics</i> 190 <b>Teacher's Guide:</b> IN T187, T189, T190; MT T190B; TN T188</p>	<p><b>Student Edition:</b> 5, 10-14, 30-32 <i>Check Your Understanding</i> 9, 15, 33 <i>On Your Own</i> 16-19, 34-38, 227 #28 <i>Summarize the Mathematics</i> 9, 14, 33 <b>Teacher's Guide:</b> PMD T14D</p>	<p><b>Student Edition:</b> 226-228, 229-233, 234-239, 426 #5, 434 #1, 436 #3, 459 #5, 480 #1a, 482 #3a <i>Checkpoint</i> 178, 427 <b>Teacher's Guide:</b> I T 226, T431; SS T178, T228</p>	<p><b>Student Edition:</b> 37-40, 407 #1, 410 #5, 413 #2, 421 #5 <i>On Your Own</i> 412 <b>Teacher's Guide:</b> CMT T43; T T472</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<p><b>MA-HS-5.3.4</b>  <b>Students will model, solve and graph systems of two linear equations in real-world and mathematical problems.</b></p> <p><b>DOK 3</b></p>	<p><b>Student Edition:</b>  197-199  <i>Applications</i> 203 #8,  204 #12, 205 #13  <i>Check Your Understanding</i>  200  <i>Summarize the Mathematics</i> 200  <b>Teacher's Guide:</b>  IN T198, T199, T200;  MT T200</p>	<p><i>Check Your Understanding</i> 53, 57, 60  <i>On Your Own</i> 61-66  <i>Summarize the Mathematics</i> 53, 57, 60, 72  <i>Think About This Situation</i> 50  <b>Teacher's Guide:</b>  T51-T52, T54-T56,  T57-T59; SM T53, T60,  T72</p>	<p><b>Student Edition:</b>  47-48, 52-55, 56-62,  68-72, 74-76, 78-79  <b>Teacher's Guide:</b>  CMT T55, T72; I T47;  SS T55</p>	<p><b>Student Edition:</b>  50 #3, 367 #2-#3,  380 #3, 404 #3, 544 #3,  567 #2, 598 #5, 626 #3,  678 #3, 690 #4</p>
<p><i>MA-HS-5.3.5</i>  <i>Students will write, graph, and solve systems of two linear inequalities based on real-world or mathematical problems and interpret the solution.</i></p>	<p>See Glencoe's  <i>Contemporary Mathematics in Context Courses 3 and 4</i>  © 2003.</p>	<p>See Glencoe's  <i>Contemporary Mathematics in Context Courses 3 and 4</i>  © 2003.</p>	<p><b>Student Edition:</b>  47-48, 52-55, 56-62,  68-72, 74-76, 78-79  <b>Teacher's Guide:</b>  CMT T55, T72; I T47;  SS T55</p>	<p><b>Student Edition:</b>  50 #3, 367 #2-#3,  380 #3, 404 #3,  544 #3, 567 #2,  598 #5, 626 #3,  678 #3, 690 #4</p>

STANDARDS	PAGE REFERENCES			
	<i>Core-Plus Mathematics Course 1</i>	<i>Core-Plus Mathematics Course 2</i>	<i>Contemporary Mathematics Course 3</i>	<i>Contemporary Mathematics Course 4</i>
<b>MA-HS-5.3.6</b> <b>Students will model, solve and graph quadratic equations in real-world and mathematical problems.</b>  <b>DOK 2</b>	<b>Student Edition:</b> 469-471 <i>Applications</i> 481 #5, 499 #1 <i>Check Your Understanding</i> 472 <i>Summarize the Mathematics</i> 472 <b>Teacher's Guide:</b> IN T471; MT T472	<b>Student Edition:</b> 332-334, 336-339, 341-343, 365-366 <i>On Your Own</i> 348, 355 #41, 369 #5, 370 #7-#10, 371 #12-#14, 373, 375 #24 <i>Summarize the Mathematics</i> 335, 340, 344, 367 <b>Teacher's Guide:</b> T365; OYO T375; SM T367	<b>Student Edition:</b> 229 #1, 230 #3, 231 #5, 232 #7, 237 #2, 238 #4, 239 #4 <i>Checkpoint</i> 233 <b>Teacher's Guide:</b> CMT T233	<b>Student Edition:</b> 21 #5, 178 #5, 268 #5, 380 #5, 492 #5, 598 #4