



GEOMETRY: CONCEPTS AND APPLICATIONS ©2004

Missouri

Missouri Framework for Curriculum Development in Mathematics

Grades 9–12

CONTENT STANDARDS	PAGE REFERENCES
I. Problem Solving	
<i>By the end of grade 12, all students should be able to:</i>	
a. use problem-solving strategies to investigate and understand mathematical content (NCTM Standard 1; MO 1.6, 3.5)	SE: 3, 37, 49, 64, 89, 141, 187, 190, 227, 275, 309, 349, 401, 453, 495, 547, 585, 594, 631, 655, 675 TWE: 3, 37, 49, 64, 89, 141, 187, 190, 227, 275, 309, 349, 401, 453, 495, 547, 585, 594, 631, 655, 675
b. recognize and formulate problems from situations within and outside mathematics (NCTM Standard 1; MO 3.1, 3.5)	SE: 18, 24, 96, 110, 168, 193, 210, 251, 262, 276, 316, 350, 382, 434, 440, 474, 496, 522, 554, 572, 606, 632, 654, 697 TWE: 18, 24, 96, 110, 168, 193, 210, 251, 262, 276, 316, 350, 382, 434, 440, 474, 496, 522, 554, 572, 606, 632, 654, 697
c. organize, develop and apply integrated mathematical problem-solving strategies to solve problems within and outside mathematics (NCTM Standard 1; MO 3.2, 3.3)	SE: 37, 49, 64, 89, 141, 187, 190, 227, 275, 309, 349, 401, 434, 440, 474, 496, 522, 554, 572, 606, 632, 654 TWE: 37, 49, 64, 89, 141, 187, 190, 227, 275, 309, 349, 401, 434, 440, 474, 496, 522, 554, 572, 606, 632, 654
d. apply the process of mathematical modeling to real-world problem situations (NCTM Standard 1; MO 2.1, 3.6)	SE: 12, 23, 110, 168, 210, 246, 256, 290, 350, 356, 402, 425, 440, 496, 510, 516, 522, 534, 559, 586, 600, 616, 638 TWE: 12, 23, 40, 56, 61, 110, 122, 142, 168, 198, 210, 233, 246, 256, 290, 316, 350, 356, 402, 418, 425, 440, 454, 496, 504, 510, 515, 516, 522, 534, 559, 564, 586, 600, 616, 638, 663, 681
e. analyze, evaluate, and reflect upon the process(es) used in solving problems (NCTM Standard 1; MO 2.2, 3.4, 3.6, 3.7, 3.8)	SE: 3, 37, 49, 64, 98, 176, 190, 238, 287, 323, 369, 401, 421–422, 480, 495, 530, 585, 594, 602–603, 655 TWE: 3, 37, 49, 64, 98, 176, 190, 238, 287, 323, 369, 401, 421–422, 480, 495, 530, 585, 594, 602–603, 655

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II. Communication	
<i>By the end of grade 12, all students should be able to:</i>	
a. reflect upon and clarify thinking about mathematical ideas and relationships (NCTM Standard 2; MO 1.6, 2.2)	SE: 66, 73, 101, 160, 164, 200, 207, 218, 231, 239, 280, 286, 315, 319, 322, 326, 329, 330–331, 341, 352, 372, 379, 656, 658, 663 TWE: 66, 73, 101, 160, 164, 200, 207, 218, 231, 239, 280, 286, 315, 319, 322, 326, 329, 330–331, 341, 352, 372, 379, 656, 658, 663
b. interpret generalizations discovered through investigations to formulate, revise, and adjust mathematical definitions (NCTM Standard 2; MO 1.2, 1.7, 2.2)	SE: 10–11, 74–75, 102–103, 154–155, 208–209, 244–245, 288–289, 340–341, 380–381, 432–433, 460–461, 502–503, 570–571, 598–599, 666–667, 708–709 TWE: 10–11, 74–75, 102–103, 154–155, 208–209, 244–245, 288–289, 340–341, 380–381, 432–433, 460–461, 502–503, 570–571, 598–599, 666–667, 708–709
c. visualize mathematical ideas by reading about, listening to, or viewing concrete models (NCTM Standard 2; MO 1.9, 2.4)	SE: 15, 32, 59, 79, 108, 125, 171, 200, 231, 280, 319, 352, 411, 465, 498, 513, 552, 609, 615, 641, 663, 689, 700 TWE: 15, 32, 59, 79, 108, 125, 171, 200, 231, 280, 319, 352, 411, 465, 498, 513, 552, 609, 615, 641, 663, 689, 700
d. plan and create effective verbal and non-verbal forms of communicating mathematics for a variety of purposes and audiences (NCTM Standard 2; MO 2.1)	SE: 63, 65, 125, 128–131, 157, 194–195, 212–213, 214, 216, 219, 319, 323–336, 331, 375, 409–410, 458, 467–468, 484, 588, 596, 615, 686 TWE: 63, 65, 125, 128–131, 157, 194–195, 212–213, 214, 216, 219, 319, 323–336, 331, 375, 409–410, 458, 467–468, 484, 588, 596, 615, 686
e. present mathematical ideas and logical justifications, both written and oral (NCTM Standard 2; MO 2.1, 3.5, 4.1)	SE: 9, 26–28, 42, 439, 458, 631, 635, 640, 642–644, 653, 666–667 TWE: 9, 26–28, 42, 439, 458, 631, 635, 640, 642–644, 653, 666–667

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f. ask clarifying and extending questions about the mathematics read about, heard about, or viewed through models (NCTM Standard 2; MO 2.3)	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 66, 101, 164, 200, 218, 234, 280, 285, 315, 321, 329, 330–331, 341, 352, 519, 536, 553, 577, 641, 656, 658, 663</p> <p>TWE: 66, 101, 164, 200, 218, 234, 280, 285, 315, 321, 329, 330–331, 341, 352, 519, 536, 553, 577, 641, 656, 658, 663</p>
g. recognize the economy, power, and elegance of mathematics notation and its role in the development of mathematical ideas (NCTM Standard 2; MO 1.6, 1.9, 2.4)	<p>SE: 40, 81, 100, 108, 121, 161, 196, 206, 232, 250, 295, 331, 338, 378, 456, 471, 491, 539, 577, 610, 651, 661, 671</p> <p>TWE: 40, 81, 100, 108, 121, 161, 196, 206, 232, 250, 295, 331, 338, 378, 456, 471, 491, 539, 577, 610, 651, 661, 671</p>
h. read, write, and talk about mathematical ideas as they relate to real-life applications and multiple workplace situations (NCTM Standard 2; MO 1.10, 2.6, 3.2, 4.8)	<p>SE: 4, 35, 76, 90, 104, 115, 122, 156, 162, 215, 262, 290, 301, 350, 362, 382, 419, 431, 445, 454, 462, 528, 554, 572, 600, 618, 654, 692, 703</p> <p>TWE: 4, 35, 76, 90, 104, 115, 122, 156, 162, 215, 262, 290, 301, 350, 362, 382, 419, 431, 445, 454, 462, 528, 554, 572, 600, 618, 654, 692, 703</p>
III. Reasoning	
<i>By the end of grade 12, all students should be able to:</i>	
a. make and test conjectures (NCTM Standard 3; MO 1.7)	<p>SE: 6–9, 17, 33, 65, 193, 317, 458, 638–643, 655–659, 662, 664, 667, 670, 671</p> <p>TWE: 6–9, 17, 33, 65, 193, 317, 458, 638–643, 655–659, 662, 664, 667, 670, 671</p>
b. defend the validity of their conclusions using mathematical strategies (NCTM Standard 3; MO 3.4, 3.7, 3.8, 4.1)	<p>SE: 24, 26, 28, 40, 209, 290, 631, 637, 640, 643</p> <p>TWE: 24, 26, 28, 40, 209, 290, 631, 637, 640, 643</p>
c. follow the mathematical reasoning of others and determine validity (NCTM Standard 3; MO 1.5, 2.3)	<p>SE: 66, 73, 101, 160, 164, 207, 218, 239, 280, 315, 319, 322, 326, 329, 330, 331, 341, 352, 372, 379, 514, 553, 556, 577, 641, 656, 658, 663</p> <p>TWE: 66, 73, 101, 160, 164, 207, 218, 239, 280, 315, 319, 322, 326, 329, 330, 331, 341, 352, 372, 379, 514, 553, 556, 577, 641, 656, 658, 663</p>

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d. apply inductive and deductive reasoning (NCTM Standard 3; MO 3.5)	SE: 4, 42, 458, 631, 639–640, 642–643, 646, 649, 653 TWE: 4, 42, 458, 631, 639–640, 642–643, 646, 649, 653
IV. Connections	
<i>By the end of grade 12, all students should be able to:</i>	
a. recognize and/or derive equivalent representations for a concept (NCTM Standard 4; MO 1.6)	SE: 644–649, 659, 660–665, 667, 669–671, 702 TWE: 644–649, 659, 660–665, 667, 669–671, 702
b. analyze and relate procedures in multiple representations (NCTM Standard 4; MO 1.5, 3.6)	This objective is covered in both Glencoe <i>Algebra 1</i> , ©2003 and <i>Algebra: Concepts and Applications</i> ©2004
c. relate and describe the connections within topics of mathematics and other disciplines (NCTM Standard 4; MO 1.6, 1.8, 1.10)	SE: 18, 23, 50, 95, 110, 128, 215, 240, 402, 483, 554, 592, 606, 618, 623, 649 TWE: 18, 23, 50, 95, 110, 128, 215, 240, 402, 483, 554, 592, 606, 618, 623, 649
d. investigate and determine the importance of mathematics in their lives, future careers, and our ever-changing global society (NCTM Standard 4; MO 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)	SE: 18, 24, 62, 95, 110, 116, 128, 142, 188, 198, 246, 301, 333, 350, 434, 445, 572, 592, 606, 618, 623, 632, 644, 687, 691 TWE: 18, 24, 62, 95, 110, 116, 128, 142, 188, 198, 246, 301, 333, 350, 434, 445, 572, 592, 606, 618, 623, 632, 644, 687, 691
e. evaluate the logic and aesthetics of mathematics as they relate to the universe (NCTM Standard 4; MO 1.10, 2.4)	This objective is covered in Glencoe <i>Algebra 1</i> ©2003.
V. Number Sense	
<i>By the end of grade 12, all students should be able to:</i>	
a. develop, analyze, and explain procedures used for representing and analyzing relationships in tables, verbal rules, equations, and graphs (NCTM Standards 5 and 6; MO 1.6, 1.8, 1.10, 2.6)	SE: 57, 177–179, 185, 272, 351–352, 373, 398, 451, 467, 534, 615, 618–621, 626, 653, 676–686, 702 TWE: 57, 177–179, 185, 272, 351–352, 373, 398, 451, 467, 534, 615, 618–621, 626, 653, 676–686, 702
b. analyze the effects of parameter changes on the graphs of functions (NCTM Standards 5 and 6; MO 1.6, 3.6, 4.1, 4.7)	SE: 174–179, 182, 192, 492, 563, 611, 676–680, 702 TWE: 174–179, 182, 192, 492, 563, 611, 676–680, 702

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c. analyze and describe relationships and the resulting effects between changes in an independent variable and a dependent variable (NCTM Standards 5 and 6; MO 1.6, 3.3, 4.1)	This objective is covered in both Glencoe <i>Algebra 1</i> , ©2003 and <i>Algebra: Concepts and Applications</i> ©2004
VI. Geometric and Spatial Sense	
By the end of grade 12, all students should be able to:	
a. interpret and draw three-dimensional objects (NCTM Standard 7; MO 1.5, 1.9, 2.7)	SE: 44, 144–145, 180, 496–498, 502–503, 506–507, 510–513, 514–515, 521–522, 535–537, 541–542, 582, 672–673 TWE: 44, 144–145, 180, 496–498, 502–503, 506–507, 510–513, 514–515, 521–522, 535–537, 541–542, 582, 672–673
b. represent and solve problem situations with geometric models and apply properties of figures (NCTM Standard 7; MO 1.5, 2.7, 3.7)	SE: 144–145, 180, 319, 496–498, 500, 502–503, 506–507, 510–513, 514–515, 521–522, 531, 535–537, 540–542, 582, 672 TWE: 144–145, 180, 319, 496–498, 500, 502–503, 506–507, 510–513, 514–515, 521–522, 531, 535–537, 540–542, 582, 672
c. classify figures in terms of congruence and similarity and apply these relationships (NCTM Standard 7; MO 1.1, 1.4, 1.6, 3.5)	SE: 203–205, 210–214, 215, 220, 356–360, 362–367, 374–380, 388–393, 395, 397, 432, 482, 655, 658 TWE: 203–205, 210–214, 215, 220, 356–360, 362–367, 374–380, 388–393, 395, 397, 432, 482, 655, 658
d. deduce properties of, and relationships between, figures from given assumptions (NCTM Standard 7; MO 1.6, 1.8, 2.4, 3.5)	SE: 188–192, 193–197, 210–214, 215–219, 234–239, 240–242, 246–250, 251–254, 290–293, 296–299, 350–354, 368–372, 382–385, 434–437 TWE: 188–192, 193–197, 210–214, 215–219, 234–239, 240–242, 246–250, 251–254, 290–293, 296–299, 350–354, 368–372, 382–385, 434–437
e. translate between synthetic and coordinate' representations using a variety of methods and technologies (NCTM Standard 8; MO 1.4, 2.7)	SE: 52–53, 68–73, 174–179, 182–183, 250, 262, 266, 346–347, 399, 405, 430, 441, 443, 460, 492, 533, 629, 633, 665, 676–680 TWE: 52–53, 68–73, 174–179, 182–183, 250, 262, 266, 346–347, 399, 405, 430, 441, 443, 460, 492, 533, 629, 633, 665, 676–680

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f. deduce properties of figures using transformations and coordinates (NCTM Standard 8; MO 2.4, 3.5)	SE: 198–201, 207, 214, 221, 223, 267, 321, 444, 692–696, 697–702 TWE: 198–201, 207, 214, 221, 223, 267, 321, 444, 692–696, 697–702
g. identify congruent and similar figures using transformations (NCTM Standard 8; MO 1.5, 3.5, 3.6)	SE: 203–208 TWE: 203–208
h. analyze properties of transformations and relate translations to vectors (NCTM Standard 8; MO 1.6, 2.4, 3.6, 4.1)	This objective is covered in Glencoe <i>Algebra 1</i> ©2003
i. apply an understanding of perimeter, area, volume, angle measure, capacity, weight and mass (NCTM Standard 7; MO 2.5, 3.3, 4.1)	SE: 96–101, 413–417, 419–424, 425–431, 483–489, 504–509, 516–521, 522–526, 528, 533 TWE: 96–101, 413–417, 419–424, 425–431, 483–489, 504–509, 516–521, 522–526, 528, 533
j. model, describe, and analyze maximum and minimum points on a graph (NCTM Standard 13; MO 1.6, 2.1, 4.3, 4.7)	This objective is covered in both Glencoe <i>Algebra 1</i> , ©2003 and <i>Algebra: Concepts and Applications</i> ©2004
k. model, describe, and analyze patterns of sequences through processes of geometric change, approximations, and limits (NCTM Standard 14; MO 1.6, 2.1, 4.3, 4.7)	SE: 4–11, 17, 40, 42, 45, 101, 153, 250, 273, 492–493 TWE: 4–11, 17, 40, 42, 45, 101, 153, 250, 273, 492–493
l. recognize and apply trigonometry to problem situations (NCTM Standard 9; MO 3.1, 3.6, 4.2, 4.8)	SE: 564–568, 570–571, 572–577, 580–581 TWE: 564–568, 570–571, 572–577, 580–581
VII. Data Analysis, Probability and Statistics	
By the end of grade 12, all students should be able to:	
a. interpret and summarize data from charts, tables, and graphs that appear in real-world situations (NCTM Standard 10; MO 1.1, 1.8)	SE: 7–9, 41, 179, 184–185, 219, 267, 273, 301, 334, 347, 354, 379, 445, 466, 473, 487, 622, 676, 680, 691, 715 TWE: 7–9, 41, 179, 184–185, 219, 267, 273, 301, 334, 347, 354, 379, 445, 466, 473, 487, 622, 676, 680, 691, 715
b. apply curve-fitting to make defensible predictions (NCTM Standard 10; MO 1.4, 2.7, 3.2)	This objective is covered in Glencoe <i>Algebra: Concepts and Applications</i> ©2004
c. apply the appropriate statistical measures including central tendency, variability, and correlation to a situation (NCTM Standard 10; MO 1.2, 1.5, 3.2)	SE: 224–225, 307, 418 TWE: 224–225, 307, 418

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d. investigate the effects of data transformations on variability and measures of central tendency (NCTM Standard 10; MO 1.1, 1.4, 2.7)	This objective is covered in both Glencoe <i>Algebra 1</i> ©2003 and <i>Algebra: Concepts and Applications</i> ©2004
e. investigate the concept of a random variable (NCTM Standard 10; MO 1.4, 2.7, 3.2)	This objective is covered in Glencoe <i>Algebra 1</i> ©2003
f. design and interpret simulations to estimate probabilities (NCTM Standard 11; MO 1.3, 3.3, 3.6)	SE: 138–139, 185, 438, 451, 484, 486–487, 545, 629 TWE: 138–139, 185, 438, 451, 484, 486–487, 545, 629
g. apply theoretical probability to real-world problems (NCTM Standard 11; MO 1.7, 3.8)	SE: 138–139, 185, 438, 451, 484, 486–487 TWE: 138–139, 185, 438, 451, 484, 486–487
h. apply experimental probability to real-world problems (NCTM Standard 11; MO 1.7, 3.8)	SE: 138–139, 185, 438, 451, 484, 486–487 TWE: 138–139, 185, 438, 451, 484, 486–487
i. collect, plot, and interpret data, including that from a discrete probability distribution (NCTM Standard 11; MO 1.2, 1.6, 3.6)	This objective is covered in both Glencoe <i>Algebra 1</i> ©2003 and <i>Algebra: Concepts and Applications</i> ©2004
j. develop, interpret, and apply the normal curve in problem solving (NCTM Standard 11; MO 1.1, 3.2, 3.4)	This objective is covered in Glencoe <i>Algebra 1</i> ©2003.
k. determine and interpret maximum and minimum values within a data set, on a graph, or in a problem situation (NCTM Standard 13; MO 1.3, 2.1, 3.6)	This objective is covered in both Glencoe <i>Algebra 1</i> ©2003 and <i>Algebra: Concepts and Applications</i> ©2004
l. analyze an infinite series as it relates to a limiting value (NCTM Standard 13; MO 1.6, 1.8, 3.2)	This objective is covered in Glencoe <i>Algebra 1</i> ©2003
VIII. Patterns and Relationships	
<i>By the end of grade 12, all students should be able to:</i>	
a. compare and contrast the real number system and its various subsystems with regard to their structural characteristics (NCTM Standard 14; MO 1.6, 1.8)	SE: 50–55 TWE: 50–55
b. represent and analyze relationships using verbal rules, tables and graphs as tools to interpret expressions, equations and inequalities (NCTM Standards 5 and 6; MO 1.6, 1.8, 2.1, 3.3)	SE: 9, 40, 86, 130, 174–178, 182, 185, 192, 195, 272, 276, 373, 398, 451, 467, 545, 548, 558, 581, 618–621, 626–627, 637, 653, 676–686, 702 TWE: 9, 40, 86, 130, 174–178, 182, 185, 192, 195, 272, 276, 373, 398, 451, 467, 545, 548, 558, 581, 618–621, 626–627, 637, 653, 676–686, 702

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c. translate among tabular, symbolic, and graphical representations of functions and model real-world phenomena with a variety of functions (NCTM Standard 6; MO 1.6, 1.8, 2.2, 3.6)	This objective is covered in both Glencoe <i>Algebra 1</i> ©2003 and <i>Algebra: Concepts and Applications</i> ©2004
d. represent situations that involve variable quantities with expressions, equations and inequalities (NCTM Standard 5; MO 1.6, 1.8, 3.3)	SE: 86, 130, 174–178, 182, 185, 192, 195, 272, 275–281, 286–287, 304–305, 393, 515, 545, 548, 558, 581, 618–621, 626–627, 637, 653, 676–686 TWE: 86, 130, 174–178, 182, 185, 192, 195, 272, 275–281, 286–287, 304–305, 393, 515, 545, 548, 558, 581, 618–621, 626–627, 637, 653, 676–686
e. solve equations and inequalities (NCTM Standard 5; MO 1.6, 1.8, 2.2, 3.3)	SE: 186, 272, 275–281, 373, 451, 467, 653 TWE: 186, 272, 275–281, 373, 451, 467, 653
f. translate between synthetic and coordinate representation for geometric relationships (NCTM Standard 8; MO 1.6, 1.8, 2.2, 3.3)	SE: 52–53, 68–73, 174–179, 182–183, 250, 262, 266, 346–347, 399, 405, 430, 441, 443, 460, 492, 533, 629, 633, 665, 676–680 TWE: 52–53, 68–73, 174–179, 182–183, 250, 262, 266, 346–347, 399, 405, 430, 441, 443, 460, 492, 533, 629, 633, 665, 676–680
g. investigate limiting processes by examining infinite sequences and series (NCTM Standard 13; MO 1.6, 1.8, 3.3)	This objective is covered in Glencoe <i>Algebra 1</i> ©2003
h. apply trigonometry to problem situations involving triangles and explore real-world phenomena using the sine, cosine, and tangent functions (NCTM Standard 9; MO 1.6, 1.8, 2.2, 3.6)	SE: 564–568, 570–571, 572–577, 580–581 TWE: 564–568, 570–571, 572–577, 580–581
i. analyze effects of parameter changes on the graphs of functions using a variety of technologies to gather data (NCTM Standard 6; MO 1.4, 1.6, 2.7, 3.3)	SE: 174–177, 182, 563 TWE: 174–177, 182, 563

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IX. Mathematical Systems and Number Theory	
By the end of grade 12, all students should be able to:	
a. compare and contrast the real number system and its various subsystems (NCTM Standard 14; MO 2.1, 4.1)	SE: 50–55 TWE: 50–55
b. select and apply appropriate technology as a problem-solving tool to achieve understanding of the logic of algebraic and geometric procedures (NCTM Standard 14; MO 1.4, 3.6)	SE: 32, 79, 112, 170, 193, 246, 289, 290, 316, 318, 371, 427, 478, 495, 504, 574, 608, 700 TWE: 32, 79, 112, 170, 193, 246, 289, 290, 316, 318, 371, 427, 478, 495, 504, 574, 608, 700
c. investigate and determine similarities and differences between mathematical systems (NCTM Standard 14; MO 2.1, 4.1, 4.6)	This objective is covered in Glencoe <i>Algebra 1</i> ©2003.
d. extend understanding and application of number theory concepts (NCTM Standard 6; MO 1.6, 3.2, 3.3)	This objective is covered in both Glencoe <i>Algebra 1</i> ©2003 and <i>Algebra: Concepts and Applications</i> ©2004
X. Discrete Mathematics	
By the end of grade 12, all students should be able to:	
a. explore and solve application problems involving graph theory (airline routes, circuits, paths, connecting roads, coloring a map, etc.) (NCTM Standard 12; MO 1.6, 1.8, 2.2, 3.2, 3.3, 3.6)	This objective is covered in Glencoe <i>Algebra 1</i> ©2003.
b. use tree, Venn, or student-developed diagrams as problem-solving tools (NCTM Standard 12; MO 3.2, 3.3, 3.6)	SE: 54, 139, 331, 335, 549 TWE: 54, 139, 331, 335, 549
c. use concepts from logic and/or truth tables to recognize valid and invalid arguments (NCTM Standard 3; MO 2.2, 3.5)	SE: 633–637, 648, 668, 671 TWE: 633–637, 648, 668, 671
d. explore applications from counting techniques such as Pascal’s Triangle, permutations, combinations, and Fibonacci sequence (NCTM Standard 12; MO 1.6, 2.2, 3.6)	SE: 10–11, 138 TWE: 10–11, 138
e. investigate the concepts of <i>game theory</i> * (NCTM Standard 1; MO 3.2, 3.7, 3.8) *game theory: selecting the best strategies in order to achieve the most favorable outcomes. Games are defined as having two or more players with conflicting interests.	This objective is covered in Glencoe <i>Algebra 1</i> ©2003
f. explore concepts from election theory (NCTM Standard 1; MO 3.2, 3.7, 4.2, 4.3)	This objective is covered in Glencoe <i>Algebra 2</i> ©2003

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g. investigate different approaches to apportionment and fair division, then explore their applications (e.g., division of property in estates, apportionment in the House of Representatives) (NCTM Standard 1; MO 3.2, 3.3, 3.7, 4.3)	This objective is covered in Glencoe <i>Algebra 1</i> ©2003
h. use the concept of recursion in mathematics to solve application problems (e.g., compound interest, depreciation, radium decay, maximum storage in the least amount of space, fractals) (NCTM Standard 12; MO 1.8, 2.2, 3.2, 3.7)	This objective is covered in Glencoe <i>Algebra 1</i> ©2003