

Glencoe Correlation
Contemporary Mathematics in Context © 2003
 Michigan Correlation Courses 1-3
 Michigan Learning Standards for Mathematics

PERFORMANCE INDICATORS	PAGE REFERENCES		
	Course 1	Course 2	Course 3
I. Patterns, Relationships and Functions			
Content Standard 1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns)			
1. Analyze and generalize mathematical patterns including sequences, series and recursive patterns.	SE: 110-156, 158-193, 419-460	SE: 235-319, 431-449	SE: 169-186, 441-479, 488-549
2. Analyze, interpret and translate among representations of patterns including tables, charts, graphs, matrices and vectors.	SE: 98-156, 158-248, 419-421	SE: 2-78, 235-319, 431-449	SE: 169-207, 421-485, 488-529
3. Study and employ mathematical models of patterns to make inferences, predictions and decisions.	SE: 98-156, 158-248, 419-481	SE: 235-319, 431-449, 211-231	SE: 169-207, 421-485, 488-529
4. Explore patterns (graphic, numeric, etc.) characteristic of families of functions; explore structural patterns within systems of objects, operations or relations.	SE: 98-156, 158-210, 419-460	SE: 235-319, 431-449	SE: 208-224, 421-485, 488-529
5. Use patterns and reasoning to solve problems and explore new content.	SE: 98-156, 158-248, 419-481	Throughout. See for examples SE: 211-231, 235-319, 431-449	Throughout. See for examples SE: 235-252, 434-437, 453-456, 469-472, 494-497, 519-520

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Content Standard 2: Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change)			
1. Identify and describe the nature of change and begin to use the more formal language such as rate of change, continuity, limit, distribution and deviation.	SE: 98-156, 158-194, 419-461	SE: 211-231, 235-319	SE: 175-179, 346-419, 422-441
2. Develop a mathematical concept of function and recognize that functions display characteristic patterns of change (e.g., linear, quadratic, exponential).	SE: 98-156, 158-210, 419-461	SE: 235-319, 431-449	SE: 169-186, 422-485
3. Expand their understanding of function to include non-linear functions, composition of functions, inverses of functions, and piecewise- and recursively-defined functions.	SE: 98-109, 136-156, 419-481	SE: 235-319, 431-449	SE: 185-186, 422-485
4. Represent functions using symbolism such as matrices, vectors and functional representation ($f(x)$).	Opportunity to address. SE: 121-156, 419-460	SE: 59-68, 235-319, 431-449	SE: 169-257, 422-485
5. Differentiate and analyze classes of functions including linear, power, quadratic, exponential, circular and trigonometric functions, and realize that many different situations can be modeled by a particular type of function.	SE: 121-156, 158-248, 419-481	SE: 235-319, 431-449	SE: 170-186, 422-485
6. Increase their use of functions and mathematical models to solve problems in context.	Throughout. See for examples SE: 102-105, 116-118, 132-135, 170-174, 188-189, 202-204, 432-433, 448-452, 469-471	Throughout. See for examples SE: 30-33, 66-69, 92-93, 211-231, 235-319, 431-449	Throughout. See for examples SE: 170-186, 201-204, 218-219, 234-240, 253-255, 434-472

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	Course 1	Course 2	Course 3
II. Geometry and Measurement			
Content Standard 1: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationships)			
1. Use shape to identify plane and solid figures, graphs, loci, functions and data distributions.	SE: 16-23, 182-187, 329-332, 383-386, 435, 442, 452, 456, 458	SE: 87-96, 170-104, 234-317, 436-441, 462-471	SE: 325-339, 362-384, 421-440
2. Determine necessary and sufficient conditions for the existence of a particular shape and apply those conditions to analyze shapes.	SE: 383-418	SE: 87-96, 102-108	SE: 325-339 RAP: 26-27
3. Use transformational, coordinate or synthetic methods to verify (prove) the generalizations they have made about properties of classes of shapes.	SE: 402-418	SE: 80-96, 109-167	SE: 325-339
4. Draw and construct shapes in two and three dimensions and analyze and justify the steps of their constructions.	SE: 333-334, 340-344, 393-394	SE: 87-96	SE: 325-339
5. Study transformations of shapes using isometries, size transformations and coordinate mappings.	SE: 395-418	SE: 109-167	SE: 298-304 RAP: 28-30
6. Compare and analyze shapes and formally establish the relationships among them, including congruence, similarity, parallelism, perpendicularity and incidence.	SE: 329-334, 383-387, 389	SE: 80-96, 368-384, 395-398, 408	SE: 286, 297-339
7. Use shape, shape properties and shape relationships to describe the physical world and to solve problems.	SE: 326-418	SE: 80-167, 234-238, 241-244, 246-249, 260, 290-299, 303-305, 307, 368-453	SE: 298-339

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	Course 1	Course 2	Course 3
Content Standard 2: Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. (Position)			
1. Locate and describe objects in terms of their position, including polar coordinates, three-dimensional Cartesian coordinates, vectors and limits.	SE: 98-101, 102-104, 134-137, 139, 150, 153	SE: 85-97, 111-168, 435-444	SE: 40, 209, 211, 428-429, 455, 469-470
2. Locate and describe objects in terms of their orientation and relative position, including displacement (vectors), phase shift, maxima, minima and inflection points; give precise mathematical descriptions of symmetries.	SE: 141, 143-144, 147-148, 150, 153, 387-388, 398-399, 402-406, 408-412	SE: 109-168, 274-279, 282-285, 435-444	SE: 40, 176, 209-212, 218, 235, 441-478, 484-485 RAP: 14-16, 28-30
3. Give precise mathematical descriptions of transformations and describe the effects of transformations on size, shape, position and orientation.	SE: 398-399, 402-414	SE: 109-168	SE: 441-478, 484-485 RAP: 28-30
4. Describe the locus of a point by a rule or mathematical expression; trace the locus of a moving point.	Throughout. See for examples SE: 111-113, 121-125, 134-137, 139, 141, 143, 144, 147-148, 150, 153, 171-174, 288, 370, 425-430	Throughout. See for examples SE: 92-93, 111-115, 242-243, 266-271, 282-283, 288	Throughout. See for examples SE: 12-13, 40, 44, 176-177, 209, 218, 428-429, 437-438, 455, 469-470
5. Use concepts of position, direction and orientation to describe the physical world and to solve problems.	SE: 134-137, 139, 141-144, 147-148, 150, 153	SE: 111-168, 266-271, 282-283, 288, 405-408, 411, 435-437, 439-444	SE: 40, 44, 176-177, 209, 218, 235, 428-429, 437-438, 455, 469-470

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Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)			
1. Select and use appropriate tools; make accurate measurements using both metric and common units, and measure angles in degrees and radians.	SE: 3-6, 63, 66, 99-100, 160, 327-328, 333, 356, 362	SE: 395-397, 419-423, 432-433	SE: 3, 32, 34, 43, 285, 288, 319-321, 331-332
2. Continue to make and apply measurements of length, mass (weight), time, temperature, area, volume, angle; classify objects according to their dimensions.	Throughout. See for examples SE: 3-6, 63, 66, 85-91, 99-100, 105-107, 111-121, 132-137, 139, 142-144, 151 160, 193-194, 208-210, 327-333, 355-369, 373-386	SE: 93, 118, 123, 131-135, 137, 144-145, 234-238, 241-243, 246, 248-256, 259-260, 266-271, 282-284, 287-290, 295-299, 303-304, 403-409, 411, 424-427, 440-441	SE: 3-13, 17-18, 20-24, 26-28, 36, 40, 44, 88-89, 202, 219, 235, 333, 423-424, 426
3. Estimate measures with a specified degree of accuracy and evaluate measurements for accuracy, precision and tolerance.	An opportunity to address this objective exists. See SE: 3-6, 63, 66, 99-100, 111-121, 132-137, 142-144, 160, 333, 356	An opportunity to address this objective exists. See SE: 84, 267-271, 282-285, 402-408,	An opportunity to address this objective exists. See SE: 3, 32, 34, 43, 285, 288, 331-332
4. Interpret measurements and explain how changes in one measure may affect other measures.	Throughout. See SE: 3-6, 85, 99-101, 103-104, 132-135, 159-160, 172, 182-185	SE: 132-133, 138, 141-145, 158, 166, 168, 234-238, 241-249, 373-376, 378, 380	SE: 3-6, 16-18, 32, 34, 43, 296
5. Use proportional reasoning and indirect measurements, including applications of trigonometric ratios, to measure inaccessible distances and to determine derived measures such as density.	SE: 176-177	SE: 134-135, 234-238, 250-264, 313-314, 317, 400-411	SE: 27-36, 39-41, 44, 88, 299-301, 360
6. Apply measurement to describe the real world and to solve problems.	SE: 3-6, 63, 66, 85-91, 99-100, 105-107, 111-121, 132-137, 139, 142-144, 151 160, 193-194, 208-210, 327-333, 355-369, 373-386	SE: 93, 118, 123, 131-135, 137, 144-145, 234-238, 241-243, 246, 248-256, 259-260, 266-271, 282-284, 287-290, 295-299, 303-304, 403-409, 411, 424-427, 440-441	SE: 3-13, 17-18, 20-24, 26-28, 36, 40, 44, 88-89, 202, 219, 235, 333, 423-424, 426

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III. Data Analysis and Statistics			
Content Standard 1: Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. (Collection, Organization and Presentation of Data)			
1. Collect and explore data through observation, measurement, surveys, sampling techniques and simulations.	SE: 3-96, 484-528	SE: 171-231, 455-533	SE: 3, 34-35, 107, 115-152, 157, 165
2. Organize data using tables, charts, graphs, spreadsheets and data bases.	SE: 3-96, 484-528	SE: 170-231, 455-533	SE: 3, 34-35, 126, 136-138, 141-142, 152-157, 165
3. Present data using the most appropriate representation and give a rationale for their choice; show how certain representations may skew the data or bias the presentation.	SE: 20-23, 25-27, 52-53, 56-59, 68-70, 87, 95-96	SE: 197-208 RAP: 16-17.	SE: 115-134, 149
4. Identify what data are needed to answer a particular question or solve a given problem and design and implement strategies to obtain, organize and present those data.	SE: 3-96, 484-528	SE: 180, 190, 207	SE: 107, 132, 150-151, 165
Content Standard 2: Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively. (Description and Interpretation)			
1. Critically read data from tables, charts or graphs and explain the source of the data and what the data represent.	SE: 3-96, 484-528	SE: 170-231, 455-533	SE: 118-120, 127-128, 132-133, 136-142, 146-150, 165-167
2. Describe the shape of a data distribution and determine measures of central tendency, variability and correlation.	SE: 7-73	SE: 170-211, 455-470	SE: 109, 136-137, 138-139, 346-371, 375-379
3. Use the data and their characteristics to draw and support conclusions.	SE: 3-96, 484-528	SE: 170-231, 455-533	SE: 131, 136-165

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4. Critically question the sources of data; the techniques used to collect, organize and present data; the inferences drawn from the data; and the sources of bias and measures taken to eliminate such bias.	SE: 31, 490, 492-493, 496	SE: 197-198, 203-204, 206-207	SE: 121-130, 134
5. Formulate questions and problems and gather and interpret data to answer those questions.	SE: 2-6, 94-96, 484-528	SE: 170-230	SE: 107, 132, 160, 165
Content Standard 3: Students draw defensible inferences about unknown outcomes, make predictions, and identify the degree of confidence they have in their predictions. (Inference and Prediction)			
1. Make and test hypotheses.	SE: 484-528	SE: 459-461, 465, 511	SE: 261-271, 377
2. Design investigations to model and solve problems; also employ confidence intervals and curve fitting in analyzing the data.	SE: 484-528	SE: 211-226, 456-460, 465-466, 470, 491-493	SE: 107, 150-151, 153-165
3. Formulate and communicate arguments and conclusions based on data and evaluate their arguments and those of others.	SE: 3-96, 484-528	SE: 170-231	SE? 118-124, 127-130, 132-133, 136-140, 147-167
4. Make predictions and decisions based on data, including interpolations and extrapolations.	SE: 3-96, 484-528	SE: 217-219, 222-223, 455-533	SE: 135-165
5. Employ investigations, mathematical models, and simulations to make inferences and predictions to answer questions and solve problems.	SE: 3-96, 484-528	SE: 170-231, 455-533	SE: 3, 34-35, 107, 115-165

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IV. Number Sense and Numeration			
Content Standard 1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers)			
1. Develop an understanding of irrational, real and complex numbers.	An opportunity to address this objective exists. See SE: 224, 239-240, 362-366, 369-370, 421-430, 480	SE: 289-300, 305, 308	An opportunity to address this objective exists. See SE: 4, 19, 37, 199-200, 268-269, 274-275
2. Use the $(a+bi)$ and polar forms of complex numbers.	This objective falls in <i>Course 4</i> .	This objective falls in <i>Course 4</i> .	This objective falls in <i>Course 4</i> .
3. Develop an understanding of the properties of the real and complex number systems and of the properties of special numbers including π , i , e , and conjugates.	SE: 224, 239-240, 369-370, 430, 433, 480	An opportunity to address this objective exists. See SE: 41-45, 52	SE: 37, 62, 194, 199-200, 268-269, 274-275 Additional development in Course 4
4. Apply their understanding of number systems to model, and solve mathematical and applied problems.	SE: 224-225, 239-240, 362-366, 369-370, 421-430, 433, 439-451, 480	SE: 278-280, 290-291, 295-299, 303-309	SE: 44, 62, 294-297, 299-206, 269-271, 274-275
Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)			
1. Give decimal representations of rational and irrational numbers and coordinate and vector representations of complex numbers.	Throughout. See for examples SE: 37-39, 45, 111-118, 142-144, 176-177, 184-185, 193-194, 338-359, 364-373, 374-379, 426	Throughout. See for examples SE: 27-29, 83-88, 128-130, 134-135, 179-182, 290-291, 303-305, 403-408	Throughout. See for examples SE: 7-9, 13-14, 18, 21, 23-24, 26-32, 34-36, 40-41, 180-181, 234-237, 423-426 Additional development in Course 4

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	Course 1	Course 2	Course 3
2. Develop an understanding of more complex representations of numbers, including exponential and logarithmic expressions, and select an appropriate representation to facilitate problem solving.	SE: 425-426, 429-430, 433, 444, 452	SE: 289-310	SE: 425, 434-435, 442, 454, 459, 480-481 Additional development in Course 4
3. Determine when to use rational approximations and the exact values of numbers such as e , π and the irrational.	Opportunity to address: SE: 136, 338, 358-359, 364-373, 374-379, 381	Throughout. See for examples. SE: 83-84, 87, 90, 94, 96, 127-130, 238, 243-244, 246, 254-255, 260, 289-300, 303-306	Opportunity to address: SE: 18, 26, 219, 426, 435
4. Apply estimation in increasingly complex situations.	Throughout. SE: 35, 41-43, 55, 88, 111-113, 115-117, 143-144, 148-149, 209-210, 327-328, 357-359, 449-451, 457-458, 498-508	Throughout. SE: 191-193, 222, 242, 251-252, 267, 403-404, 407, 463-465	SE: 156, 176, 179-180, 351-352, 356-357, 401, 408, 425, 461, 466-468
5. Select appropriate representations for numbers, including representations of rational and irrational numbers and coordinate and vector representations of complex numbers, in order to simplify and solve problems.	Throughout. See for examples SE: 136, 338, 358-359, 364-373, 374-379, 381	Throughout. See for examples SE: 27-29, 83-88, 90, 94, 96, 127-130, 134-135, 179-182, 238, 243-244, 246, 254-255, 260, 289-300, 303-305, 403-408	Throughout. See for examples SE: 7-9, 13-14, 18, 21, 23-24, 26-32, 34-36, 40-41, 180-181, 219, 234-237, 423-426, 435 Additional development in Course 4
Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (Number Relationships)			
1. Compare and order real numbers and compare rational approximations to exact values.	Opportunity to address: SE: 36-41, 49-50, 359, 364-365, 369-376, 449-451, 491-497	Opportunity to address: SE: 83-84, 87, 90, 94, 96, 127-130, 238, 243-244, 246, 254-255, 260, 289-300, 303-306	Opportunity to address: SE: 18, 26, 219, 426, 435

	RAP: 7-8, 10		
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	Course 1	Course 2	Course 3
2. Express numerical comparisons as ratios and rates.	SE: 24, 69-70, 176-177, 180, 182, 185-188, 190-194, 203-204	SE: 128, 131-134, 218-219, 251-252, 259-260, 287, 393, 397-408, 413-419, 424-425, 430	SE: 3-14, 311, 491-492, 494-497, 509
3. Extend the relationships of primes, factors, multiples and divisibility in an algebraic setting.	Opportunity to address: SE: 145, 147, 225, 239-240, 422-443, 437-445, 480	Opportunity to address: SE: 235-236, 281-282, 285-286, 300-303, 305	SE: 209-218, 220, 223
4. Express number relationships using positive and negative rational exponents, logarithms, and radicals	Opportunity to address: SE: 369, 374, 379, 425-426, 433, 436-438, 442-443, 445, 449, 452, 480	SE: 289-311	This objective falls in Course 4
5. Apply their understanding of number relationships in solving problems.	Throughout. See 24, 36-41, 49-50, 69-70, 176-177, 180, 182, 185-188, 190-194, 203-204, 145, 147, 225, 239-240, 359, 364-365, 369-376, 379, 422-443, 437-445, 449-451-452, 480, 491-497	SE: 278-280, 290-291, 295-299, 303-309	Throughout. See SE: 3-14, 171-257, 311, 491-492, 494-497, 509
V. Numerical and Algebraic Operations and Analytical Thinking			
Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).			
1. Present and explain geometric and symbolic models for operations with real and complex numbers and algebraic expressions.	SE: 35, 220-223, 224-226, 231-237, 239-240, 363-365	SE: 70, 73, 97-101, 105-106, 300-302, 306, 472-476, 478-479, 483-484	SE: 14-16, 36-39, 43-44, 192-201, 205-207, 213-214, 220, 224, 250 Additional development in Course 4
2. Compute with real numbers, complex numbers, algebraic expressions, matrices and vectors using technology and, for simple instances, with paper-and-pencil algorithms.	Throughout . See for examples. SE: 31-39, 62, 68-70, 111-118, 122-125, 132-135, 142-144, 188-189, 212-217, 220-223, 224-226, 233-236, 373-379, 428-431	Throughout. See for examples SE: 13-14, 30-35, 61-74, 83-84, 90-94, 98-104, 121, 123, 173-174, 200-204, 266-270, 303-304, 404-411, 475-478	Throughout. See for examples SE: 37-39, 41-44, 62, 188-207, 209-231, 234-237, 244-252 Additional development in Course 4

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3. Describe the properties of operations with numbers, algebraic expressions, vectors and matrices, and make generalizations about the properties of given mathematical systems.	SE: 220-226, 232-237, 239-241, 425, 433	SE: 41-45, 52, 292, 300-302, 306	SE: 15, 36-37, 62, 194, 196, 198-201, 205, 207, 217, 221 Additional development in Course 4
4. Efficiently and accurately apply operations with real numbers, complex numbers, algebraic expressions, matrices and vectors in solving problems.	Throughout. See for examples SE: 31-39, 62, 68-70, 111-118, 122-125, 132-135, 142-144, 188-189, 212-217, 220-223, 224-226, 233-236, 373-379, 428-431	Throughout. See for examples SE: 13-14, 30-35, 61-74, 83-84, 90-94, 98-104, 121, 123, 173-174, 200-204, 266-270, 303-304, 404-411, 475-478	Throughout. See for examples SE: 37-39, 41-44, 62, 188-207, 209-231, 234-237, 244-252 Additional development in Course 4
Content Standard 2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)			
1. Identify important variables in a context, symbolize them and express their relationships algebraically.	SE: 121-125, 131-135, 139, 155, 160-162, 182-185, 187-189, 194-199, 202-204, 229-230, 233-236, 238-239, 424-426, 427-429, 431-433, 440-443, 445-448, 449-452	SE: 60-68, 72-74, 77, 103	SE: 18, 56-59, 71-73, 80-81, 434-437
2. Represent algebraic concepts and relationships with matrices, spreadsheets, diagrams, graphs, tables, physical models, vectors, equations and inequalities; and translate among the various representations.	SE: 97-156, 158-248, 419-481	SE: 59-74, 97-109, 234-317	Throughout. See for examples SE: 3-90, 170-259, 422-485, 530-545 Additional development in Course 4

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	Course 1	Course 2	Course 3
3. Solve linear equations and inequalities algebraically and non-linear equations using graphing, symbol-manipulating or spreadsheet technology; and solve linear and non-linear systems using appropriate methods.	SE: 97-156, 158-248, 419-481	SE: 59-74, 97-108, 265-274, 278-285	SE: 6-64, 175-192, 201-204, 209-212, 226-239, 477-478, 480-483
4. Analyze problems that can be modeled by functions, determine strategies for solving the problems and evaluate the adequacy of the solutions in the context of the problems.	SE: 97-156, 158-248, 419-481	SE: 241-244, 259-260, 266-273, 279, 282-285	SE: 171-182, 188-192, 201-204, 231-236, 422-430, 434-437 Additional development in Course 4
5. Explore problems that reflect the contemporary uses of mathematics in significant contexts and use the power of technology and algebraic and analytic reasoning to experience the ways mathematics is used in society.	Throughout. See for examples SE: 121-125, 131-135, 139, 142-144, 147-150, 153-156, 169-174, 187-189, 202-204, 216-217, 229-230, 238-239, 424-429, 431-433, 440-443, 445-448, 449-452, 465-468	Throughout. See for examples SE: 59-68, 103, 241-244, 259-260, 266-273, 279, 282-285	Throughout. See for examples SE: 18, 56-59, 71-73, 80-81, 171-182, 188-192, 201-204, 231-236, 422-430, 434-437
VI. Probability and Discrete Mathematic			
Content Standard 1: Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations. (Probability)			
1. Develop an understanding of randomness and chance variation and describe chance and certainty in the language of probability.	SE: 484-528	SE: 455 –509	SE: 136-143, 363-367, 401-415

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2. Give a mathematical definition of probability and determine the probabilities of more complex events, and generate and interpret probability	SE: 484-528	SE: 455-533	SE: 136-143, 363-367, 401-415
3. Analyze events to determine their dependence or independence and calculate probabilities of compound events.	SE: 495	SE: 460-466, 472-482	SE: 404-415
4. Use sampling and simulations to determine empirical probabilities and, when appropriate, compare them to the corresponding theoretical probabilities; understand and apply the law of large numbers.	SE: 484-528	SE: 455-533	SE: 136-143, 397, 406-407, 411-412
5. Conduct probability experiments and simulations, to model and solve problems, including compound events.	SE: 484-528	SE: 456-460, 465-466, 470, 491-493	SE: 136-143, 397, 406-407, 411-412
Content Standard 2: Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design. (Discrete Mathematics)			
1. Derive and use formulas for calculating permutations and combinations.	Opportunity to address: SE: 509-510		Opportunity to address: SE: 110, 415
2. Use sets and set relationships to represent algebraic and geometric concepts.			SE: 262-263, 266, 268-271, 274-275, 314, 335-336

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3. Use vertex-edge graphs to solve network problems such as finding circuits, critical paths, minimum spanning trees and adjacency matrices.	SE: 250-323	SE: 19, 320-366	SE: 250, 266-267, 270 RAP: 41-43
4. Analyze and use discrete ideas, such as induction, iteration and recurrence relations.	SE: 112-122, 125-128, 132-134, 182-188, 190-191, 194-195, 421-424, 425-433, 434-437, 441-447, 449-451, 456, 458	SE: 245, 468, 491, 506	SE: 267-269, 530-545
5. Describe and analyze efficient algorithms to accomplish a task or solve a problem in a variety of contexts, including practical, mathematical and computer-related situations.	SE: 295-320, 277-282, 254-258	SE: 322-325, 331, 337-339, 341-345, 348-351, 358-360	Opportunity to address: SE: 42, 83, 238, 250, 552-568
6. Use discrete mathematics concepts as described above to model situations and solve problems; and look for whether or not there is a solution (existence problems), determine how many solutions there are (counting problems) and decide upon a best solution (optimization problems).	SE: 250-323	SE: 320-366	SE: 100, 415, 552-568