

Grades 11-12

Students demonstrate increasingly complex understanding of number sense.

Number and Quantity

- 1** Determine the value of a quantity that is squared or cubed. [EE.N-RN.1](#)
 - H** The student can extend or describe a number pattern involving doubling, including determining the value of a quantity that is squared to solve a problem. [EE.N-RN.H.1](#)
 - M** The student can select appropriate numbers and/or quantities to solve problems. Quantities limited to no more than 50. [EE.N-RN.M.1](#)
 - L** The student can select appropriate numbers and/or quantities to solve problems. Quantities limited to no more than 5. [EE.N-RN.L.1](#)
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Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

Geometry

- 6-8** Identify corresponding congruent and similar parts of shapes. [EE.G-CO.6-8](#)
 - H** The student can identify corresponding congruent angles in two similar triangles. [EE.G-CO.H.6-8](#)
 - M** The student can identify corresponding sides in similar shapes when presented in context. [EE.G-CO.M.6-8](#)
 - L** The student can determine which of two similar shapes or objects is bigger or smaller. [EE.G-CO.L.6-8](#)
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Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

Statistics and Probability

- 3** Interpret general trends on a graph or chart. [EE.S-ID.3](#)
 - H** The student can solve problems, describe trends, or make predictions based on data in tables, charts, or graphs. [EE.S-ID.H.3](#)
 - M** The student can use a graph or scatter plot to determine a trend using informal language (e.g., increasing, decreasing). [EE.S-ID.M.3](#)
 - L** The student can sort given data into two groups. [EE.S-ID.L.3](#)
 - 1-2** Determine the likelihood of an event occurring when the outcomes are equally likely to occur. [EE.S-IC.1-2](#)
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Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Algebra

- 4** Determine the successive term in a geometric sequence given the common ratio. **EE.A-SSE.4**
 - H** The student can describe or extend a simple geometric sequence. **EE.A-SSE.H.4**
 - M** The student can recognize a ratio relationship of 2:1 or 1:2 (e.g., 2 circles to 1 square). **EE.A-SSE.M.4**
 - L** The student can recognize double the quantity of an item with a total quantity up to 10. **EE.A-SSE.L.4**
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Functions

- 1-3** Use the concept of function to solve problems. **EE.F-IF.1-3**
 - H** The student can use a simple function table to solve a real-world problem. **EE.F-IF.H.1-3**
 - M** The student can identify what quantity of data is needed to answer a question, solve a problem, or complete a graph or table involving a fixed pattern. **EE.F-IF.M.1-3**
 - L** The student can identify which of 2 choices is needed to answer a question or solve a problem. **EE.F-IF.L.1-3**
- 6** Construct graphs that represent linear functions with different rates of change and interpret which is faster/slower, higher/lower, etc. **EE.F-IF.4-6**
- 2** Determine an arithmetic sequence with whole numbers when provided a recursive rule. **EE.F-BF.2**
 - H** The student can extend or describe repeating number patterns or patterns found in daily life such as calendars and schedules. **EE.F-BF.H.2**
 - M** The student can order the days of the week or months of the year in the correct sequence, up to 7 consecutive days of the week and 12 consecutive months of the year. **EE.F-BF.M.2**
 - L** The student can use ordinal terms to identify position in a pattern or sequence (e.g., 1st, 2nd, 3rd, first, last). **EE.F-BF.L.2**
- 1-3** Model a simple linear function such as $y = mx$ to show that these functions increase by equal amounts over equal intervals. **EE.F-LE.1-3**