Michigan Alternative Content Standards - Mathematics

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

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

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

Students solve increasingly complex ma
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Algebra

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of algebra and functions.

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

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