Mathematics 11
Curriculum Outcomes Framework
(110 hours)

[C]	Communication	**[PS]**	Problem Solving
[CN]	Connections	**[R]**	Reasoning
[ME]	Mental Mathematics and Estimation	**[T]**	Technology
		[V]	Visualization

Measurement (M) (15–20 hours)

General Curriculum Outcome: Students will be expected to develop spatial sense and proportional reasoning.

Specific Curriculum Outcomes	Performance Indicators Use the following set of indicators to determine whether students have met the corresponding specific curriculum outcomes.
M01 Students will be expected to solve problems that involve the application of rates. [CN, PS, R]	M01.01 Interpret rates in a given context, such as the arts, commerce, the environment, medicine, or recreation. M01.02 Solve a rate problem that requires the isolation of a variable. M01.03 Determine and compare rates and unit rates. M01.04 Make and justify a decision using rates. M01.05 Represent a given rate pictorially. M01.06 Draw a graph to represent a rate. M01.07 Explain, using examples, the relationship between the slope of a graph and a rate. M01.08 Describe a context for a given rate or unit rate. M01.09 Identify and explain factors that influence a rate in a given context. M01.10 Solve a contextual problem that involves rates or unit rates.
M02 Students will be expected to solve problems that involve scale diagrams, using proportional reasoning. [CN, PS, R, V]	M02.01 Explain, using examples, how scale diagrams are used to model a 2-D shape or a 3-D object. M02.02 Determine, using proportional reasoning, the scale factor, given one dimension of a 2-D shape or a 3-D object and its representation. M02.03 Determine, using proportional reasoning, an unknown dimension of a 2-D shape or a 3-D object, given a scale diagram or a model. M02.04 Draw, with or without technology, a scale diagram of a given 2-D shape according to a specified scale factor (enlargement or reduction). M02.05 Solve a contextual problem that involves scale diagrams.

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Measurement (M) (15–20 hours)

General Curriculum Outcome: Students will be expected to develop spatial sense and proportional reasoning.

Specific Curriculum Outcomes	Performance Indicators Use the following set of indicators to determine whether students have met the corresponding specific curriculum outcomes.
M03 Students will be expected to demonstrate an understanding of the relationships among scale factors, areas, surface areas, and volumes of similar 2-D shapes and 3-D objects. [C, CN, PS, R, V]	M03.01 Determine the area of a 2-D shape, given the scale diagram, and justify the reasonableness of the result. M03.02 Determine the surface area and volume of a 3-D object, given the scale diagram, and justify the reasonableness of the result. M03.03 Explain, using examples, the effect of a change in the scale factor on the area of a 2-D shape. M03.04 Explain, using examples, the effect of a change in the scale factor on the surface area of a 3-D object. M03.05 Explain, using examples, the effect of a change in the scale factor on the volume of a 3-D object. M03.06 Explain, using examples, the relationships among scale factor, area of a 2-D shape, surface area of a 3-D object, and volume of a 3-D object. M03.07 Solve a spatial problem that requires the manipulation of formulas. M03.08 Solve a contextual problem that involves the relationships among scale factors, areas, and volumes.

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Geometry (G) (25–30 hours)

General Curriculum Outcome: Students will be expected to develop spatial sense.

Specific Curriculum Outcomes	**Performance Indicators** Use the following set of indicators to determine whether students have met the corresponding specific curriculum outcomes.
G01 Students will be expected to derive proofs that involve the properties of angles and triangles. [CN, R, V]	*(It is intended that deductive reasoning be limited to direct proof.)* G01.01 Generalize, using inductive reasoning, the relationships between pairs of angles formed by transversals and parallel lines, with or without technology. G01.02 Prove, using deductive reasoning, properties of angles formed by transversals and parallel lines, including the sum of the angles in a triangle. G01.03 Generalize, using inductive reasoning, a rule for the relationship between the sum of the interior angles and the number of sides (n) in a polygon, with or without technology. G01.04 Identify and correct errors in a given proof of a property involving angles. G01.05 Verify, with examples, that if lines are not parallel the angle properties do not apply. G01.06 Verify, through investigation, the minimum conditions that make a triangle unique.

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Geometry (G) (25–30 hours)

General Curriculum Outcome: Students will be expected to develop spatial sense.

Specific Curriculum Outcomes	Performance Indicators Use the following set of indicators to determine whether students have met the corresponding specific curriculum outcomes.
G02 Students will be expected to solve problems that involve the properties of angles and triangles. [CN, PS, V]	G02.01 Determine the measures of angles in a diagram that involve parallel lines, angles, and triangles and justify the reasoning. G02.02 Identify and correct errors in a given solution to a problem that involves the measures of angles. G02.03 Solve a contextual problem that involves angles or triangles. G02.04 Construct parallel lines, using only a compass and straight edge or a protractor and straight edge, and explain the strategy used. G02.05 Determine if lines are parallel, given the measure of an angle at each intersection formed by the lines and a transversal.
G03 Students will be expected to solve problems that involve the cosine law and the sine law, including the ambiguous case. [CN, PS, R]	G03.01 Draw a diagram to represent a problem that involves the cosine law or sine law. G03.02 Explain the steps in a given proof of the sine law or cosine law. G03.03 Solve a problem involving the cosine law that requires the manipulation of a formula. G03.04 Explain, concretely, pictorially, or symbolically, whether zero, one, or two triangles exist, given two sides and a non-included angle. G03.05 Solve a problem involving the sine law that requires the manipulation of a formula. G03.06 Solve a contextual problem that involves the cosine law or the sine law.

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Logical Reasoning (LR) (10 hours)

General Curriculum Outcome: Students will be expected to develop logical reasoning.

Specific Curriculum Outcomes	Performance Indicators Use the following set of indicators to determine whether students have met the corresponding specific curriculum outcomes.
LR01 Students will be expected to analyze and prove conjectures, using inductive and deductive reasoning, to solve problems. [C, CN, PS, R]	LR01.01 Make conjectures by observing patterns and identifying properties, and justify the reasoning. LR01.02 Explain why inductive reasoning may lead to a false conjecture. LR01.03 Compare, using examples, inductive and deductive reasoning. LR01.04 Provide and explain a counterexample to disprove a given conjecture. LR01.05 Prove algebraic and number relationships, such as divisibility rules, number properties, mental mathematics strategies, or algebraic number tricks. LR01.06 Prove a conjecture using deductive reasoning (not limited to two-column proofs). LR01.07 Determine if an argument is valid and justify the reasoning. LR01.08 Identify errors in a given proof. LR01.09 Solve a contextual problem involving inductive or deductive reasoning.

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Logical Reasoning (LR) (10 hours)

General Curriculum Outcome: Students will be expected to develop logical reasoning.

Specific Curriculum Outcomes	Performance Indicators Use the following set of indicators to determine whether students have met the corresponding specific curriculum outcomes.
LR02 Students will be expected to analyze puzzles and games that involve spatial reasoning, using problem-solving strategies. [CN, PS, R, V]	*(It is intended that this outcome be integrated throughout the course by using sliding, rotation, construction, deconstruction, and similar puzzles and games.)* LR02.01 Determine, explain, and verify a strategy to solve a puzzle or to win a game; for example, • guess and check • look for a pattern • make a systematic list • draw or model • eliminate possibilities • simplify the original problem • work backward • develop alternative approaches LR02.02 Identify and correct errors in a solution to a puzzle or in a strategy for winning a game. LR02.03 Create a variation on a puzzle or a game, and describe a strategy for solving the puzzle or winning the game.

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Statistics (S) (20–25 hours)

General Curriculum Outcome: Students will be expected to develop statistical reasoning.

Specific Curriculum Outcomes	Performance Indicators Use the following set of indicators to determine whether students have met the corresponding specific curriculum outcomes.
S01 Students will be expected to demonstrate an understanding of normal distribution, including standard deviation and *z*-scores. [CN, PS, T, V]	S01.01 Explain, using examples, the meaning of standard deviation. S01.02 Calculate, using technology, the population standard deviation of a data set. S01.03 Explain, using examples, the properties of a normal curve, including the mean, median, mode, standard deviation, symmetry, and area under the curve. S01.04 Determine if a data set approximates a normal distribution and explain the reasoning. S01.05 Compare the properties of two or more normally distributed data sets. S01.06 Explain, using examples that represent multiple perspectives, the application of standard deviation for making decisions in situations such as warranties, insurance or opinion polls. S01.07 Solve a contextual problem that involves the interpretation of standard deviation. S01.08 Determine, with or without technology, and explain the *z*-score for a given value in a normally distributed data set. S01.09 Solve a contextual problem that involves normal distribution.

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Statistics (S) (20–25 hours)

General Curriculum Outcome: Students will be expected to develop statistical reasoning.

Specific Curriculum Outcomes	Performance Indicators Use the following set of indicators to determine whether students have met the corresponding specific curriculum outcomes.
S02 Students will be expected to interpret statistical data, using confidence intervals, confidence levels, and margin of error. [C, CN, R]	*(It is intended that the focus of this outcome be on interpretation of data rather than on statistical calculations.)* S02.01 Explain, using examples, how confidence levels, margin of error, and confidence intervals may vary depending on the size of the random sample. S02.02 Explain, using examples, the significance of a confidence interval, margin of error, or confidence level. S02.03 Make inferences about a population from sample data, using given confidence intervals, and explain the reasoning. S02.04 Provide examples from print or electronic media in which confidence intervals and confidence levels are used to support a particular position. S02.05 Interpret and explain confidence intervals and margin of error, using examples found in print or electronic media. S02.06 Support a position by analyzing statistical data presented in the media.
S03 Students will be expected to critically analyze society's use of inferential statistics. [C, CN, PS, R, T]	S03.01 Investigate examples of the use of inferential statistics in society. S03.02 Assess the accuracy, reliability, and relevance of statistical claims by • identifying examples of bias and points of view • identifying and describing the data collection methods • determining if the data is relevant S03.03 Identify, discuss, and present multiple sides of the issues with supporting data.

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Relations and Functions (RF) (25–30 hours)

General Outcome: Students will be expected to develop algebraic and graphical reasoning through the study of relations.

Specific Curriculum Outcomes	Performance Indicators Use the following set of indicators to determine whether students have met the corresponding specific curriculum outcomes.
RF01 Students will be expected to model and solve problems that involve systems of linear inequalities in two variables. [CN, PS, T, V]	RF01.01 Model a problem using a system of linear inequalities in two variables. RF01.02 Graph the boundary line between two half planes for each inequality in a system of linear inequalities, and justify the choice of solid or broken lines. RF01.03 Determine and explain the solution region that satisfies a linear inequality, using a test point when given a boundary line. RF01.04 Determine, graphically, the solution region for a system of linear inequalities, and verify the solution. RF01.05 Explain, using examples, the significance of the shaded region in the graphical solution of a system of linear inequalities. RF01.06 Solve an optimization problem using linear programming.
RF02 Students will be expected to demonstrate an understanding of the characteristics of quadratic functions, including vertex, intercepts, domain and range, and axis of symmetry. [CN, PS, T, V]	*(It is intended that completion of the square not be required.)* RF02.01 Determine, with or without technology, the intercepts of the graph of a quadratic function. RF02.02 Determine, by factoring, the roots of a quadratic equation, and verify by substitution. RF02.03 Determine, using the quadratic formula, the roots of a quadratic equation. RF02.04 Explain the relationships among the roots of an equation, the zeros of the corresponding function, and the *x*-intercepts of the graph of the function. RF02.05 Explain, using examples, why the graph of a quadratic function may have zero, one, or two *x*-intercepts.

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Relations and Functions (RF) (25–30 hours)

General Outcome: Students will be expected to develop algebraic and graphical reasoning through the study of relations.

Specific Curriculum Outcomes	Performance Indicators Use the following set of indicators to determine whether students have met the corresponding specific curriculum outcomes.
	RF02.06 Express a quadratic equation in factored form, using the zeros of a corresponding function or the *x*-intercepts of its graph. RF02.07 Determine, with or without technology, the coordinates of the vertex of the graph of a quadratic function. RF02.08 Determine the equation of the axis of symmetry of the graph of a quadratic function, given *x*-intercepts of the graph. RF02.09 Determine the coordinates of the vertex of the graph of a quadratic function, given the equation of the function and the axis of symmetry, and determine if the *y*-coordinate of the vertex is a maximum or a minimum. RF02.10 Determine the domain and range of a quadratic function. RF02.11 Sketch the graph of a quadratic function. RF02.12 Solve a contextual problem that involves the characteristics of a quadratic function.