

Correlation of

***BRIDGES to Algebra and Geometry:  
Mathematics in Context,***  
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to

Tennessee's Learning Expectations and Performance Indicators:  
Technical Mathematics (Mathematics for Technology I)

<b>Standard 1.0: Number and Operations</b>	
Students recognize, represent, model, and apply real numbers and operations verbally, physically, symbolically, and graphically and will compute fluently and make reasonable estimates in problem solving related to the workplace.	
<b>LEARNING EXPECTATIONS:</b>	<b>PAGE REFERENCES</b>
1.1 The student will demonstrate an understanding of the subsets, elements, properties, and operations of the real number system.	SE/TE: 24–28, 36–41, 128–129, 242, 247, 551–556, 574–575 TRB: 19–24, 31–36, 121–148, 219–236 SGA: 1.4, 1.6, 3.3, 3.4, 3.5, 3.6, 3.7, 3.R SW: 1, 2, 20–29
1.2 The student will demonstrate an understanding of the relative size of rational and irrational numbers.	SE/TE: 6–10, 11–15, 22–23, 59–60, 66–67, 134–139, 176–178, 236–240, 241–246, 247–251, 252–253, 290–291, 348–353, 396 TRB: 1–6, 7–12, 201–207, 208–212, 313–318, 487–492 SGA: 1.1, 1.2, 5.1, 5.2, 5.4, 7.1, 10.5 SW: 10, 39–40, 43–47
1.3 The student will connect physical, graphical, verbal, and symbolic representations of real numbers.	SE/TE: 4–10, 21–23, 33, 66–67, 236–240, 241–246, 247–251, 252–253, 348–353, 524–529, 536–541, 574–575 TRB: 107–112, 113–122, 201–206, 207–212, 213–218, 313–318 SGA: 3.1, 3.2, 5.1, 5.2, 5.3, 7.1
1.4 The student will informally describe and model the concept of inverse (e.g., opposites, reciprocals, and squares and square roots).	SE/TE: 130–133, 180, 266–270, 551–556, 566–568 TRB: 107–112, 201–218 SGA: 3.1, 5.1, 5.2, 5.3
1.5 The student will demonstrate an understanding of division involving zero.	SE/TE: 170, 172
1.6 The student will apply number theory concepts (e.g., primes, factors, divisibility and multiples) in mathematical problem situations.	SE/TE: 248, 285–286 SW: 41

<p>1.7 The student will connect physical, graphical, verbal, and symbolic representations of absolute value.</p>	<p>SE/TE: 131–133, 136–138, 182–183          TRB: 107–112, 113–122          SGA: 3.1, 3.2          SW: 22</p>
<p>1.8 The student will use real numbers to represent real-world applications (e.g., rate of change, probability, and proportionality).</p>	<p>SE/TE: 49–55, 57–58, 132–133, 138, 144–145, 146–147, 152–153, 160–161, 165, 166–167, 173, 174–175, 182–183, 260, 264–265, 271–272, 290–291, 297–298, 299–303, 308, 309, 310, 338–339, 344–345, 354–359, 360–361, 366, 372–373, 374–380, 381–385, 386–388, 391–395, 396–397, 599–602, 603–604          TRB: 257–262, 263–268, 269–274, 275–280</p>
<p>1.9 The student will select and apply an appropriate method (i.e., mental arithmetic, paper and pencil, or technology) for computing with real numbers, and evaluate the reasonableness of results.</p>	<p>SE/TE: 13, 49–58, 61–63, 103, 146–147, 165, 200, 258, 304, 306, 377, 422, 476, 546, 609</p>
<p>1.10 The student will perform operations on simple algebraic expressions, and informally justify the procedures chosen.</p>	<p>SE/TE: 17–23, 24–28, 36–41, 57–58, 61–65, 66–67          TRB: 13–18          SGA: 1.3</p>
<p>1.11 The student will use estimation to make predictions and determine reasonableness of computational results.</p>	<p>SE/TE: 11–15, 29–32, 33–35, 42–47, 49–58, 61–63, 66–67, 362–366          TRB: 25–30, 37–42          SGA: 1.5, 1.7          SW: 4, 5</p>
<p>1.12 The student will use mathematical notations appropriately.</p>	<p>SE/TE: 4–10, 21–23, 33, 66–67, 236–240, 241–246, 247–251, 252–253, 348–353, 524–529, 536–541, 574–575          TRB: 475–480          SGA: 3.1, 10.3</p>

STUDENT PERFORMANCE INDICATORS:	PAGE REFERENCES
<i>At level 1, the student is able to</i>	
<ul style="list-style-type: none"> <li>choose the correct prime factorization of a two-digit composite whole number</li> </ul>	SE/TE: 286
<ul style="list-style-type: none"> <li>compare a fraction to a decimal using less than, greater than, and equals symbols</li> </ul>	SE/TE: 241–246, 247–251, 252–253 TRB: 208–212, 313–318 SGA: 5.2, 7.1
<ul style="list-style-type: none"> <li>multiply a fraction by a multiple of its denominator (denominator less than or equal to 25)</li> </ul>	SE/TE: 254–260, 261–265, 266–272 TRB: 201–207, 208–212 SGA: 5.1, 5.2
<ul style="list-style-type: none"> <li>apply order of operations to evaluate numerical expressions (whole numbers only; no exponents or grouping symbols)</li> </ul>	SE/TE: 16–23, 57–58, 61–65, 66–67 TRB: 13–18 SGA: 1.3
<i>At level 2, the student is able to</i>	
<ul style="list-style-type: none"> <li>identify the opposite of any rational number</li> </ul>	SE/TE: 131–133 TRB: 107–112 SGA: 3.1
<ul style="list-style-type: none"> <li>select the best estimate for the coordinate of a given point on a number line (rationals)</li> </ul>	SE/TE: 128–133, 135–138, 250 TRB: 107–112 SGA: 3.1
<ul style="list-style-type: none"> <li>choose an equivalent exponential form of a one-variable monomial given in factored form (only first-degree variables with positive integral coefficients)</li> </ul>	SE/TE: 631 SGA: 9.1
<ul style="list-style-type: none"> <li>multiply an integer by a one-variable binomial</li> </ul>	SE/TE: 631–634

<ul style="list-style-type: none"> <li>select a reasonable solution for a real-world division problem in which the remainder must be considered</li> </ul>	SE/TE: 266–272
<ul style="list-style-type: none"> <li>apply order of operations to evaluate numerical expressions containing whole numbers, exponents, and no more than two sets of grouping symbols (no power larger than two)</li> </ul>	SE/TE: 16–23, 57–58, 61–65, 66–67 TRB: 13–18 SGA: 1.3
<i>At level 3, the student is able to</i>	
<ul style="list-style-type: none"> <li>select ratios and proportions to represent real-world problems such as scale drawings and samplings (all ratios are positive integers to positive integers)</li> </ul>	SE/TE: 294–298, 299–303, 304–308, 309–310, 311–316, 333–337, 338–343 TRB: 257–262, 263–268, 269–274 SGA: 6.1, 6.2, 6.3 SW: 53–57

<b>Standard 2.0: Algebra</b>	
Students will describe, extend, analyze, and create a wide variety of patterns and functions using appropriate materials and representations in real world problem solving.	
<b>LEARNING EXPECTATIONS:</b>	<b>PAGE REFERENCES</b>
2.1 The student will analyze, extend, and create mathematical patterns related to algebra in real-world problem solving.	SE/TE: 578–582 TRB: 507–512 SGA: 11.1
2.2 The student will communicate the meaning of variables in algebraic expressions and equations.	SE/TE: 16–20, 186–191, 192–196, 197, 198–202, 203–208, 209–210, 211–216, 222–223, 226–231, 232–233, 271–273, 278–282, 283–284, 288–289, 290–291 TRB: 13–18, 157–162, 163–168, 169–174, 175–180, 181–186, 187–192 SGA: 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.R SW: 30–38
2.3 The student will apply and interpret rates of change from numerical data.	SE/TE: 413–418, 419–425, 426–427 TRB: 369–374, 375–380 SGA: 8.3, 8.4 SW: 72–73
2.4 The student will apply the concept of variable to simplify algebraic expressions and solve equations.	SE/TE: 16–20, 186–191, 192–196, 197, 198–202, 203–208, 209–210, 211–216, 222–223, 226–231, 232–233, 271–273, 278–282, 283–284, 288–289, 290–291, 393–394 TRB: 157–186 SGA: 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.R SW: 30–38
2.5 The student will model real-world phenomenon using graphs.	SE/TE: 400–404, 405–409, 410–412, 413–418, 419–425, 426–427 TRB: 357–362, 363–368, 369–374, 375–380 SGA: 8.1, 8.2, 8.3, 8.4 SW: 68–76

STUDENT PERFORMANCE INDICATORS:	PAGE REFERENCES
<i>At level 1, the student is able to</i>	
<ul style="list-style-type: none"> <li>describe and extend geometric and numerical patterns in the workplace.</li> </ul>	SE/TE: 578–582 TRB: 507–512 SGA: 11.1
<i>At level 2, the student is able to</i>	
<ul style="list-style-type: none"> <li>translate a verbal expression into an algebraic expression in real-world problems</li> </ul>	SE/TE: 16–20, 190, 195, 196–197, 200, 215–216 TRB: 13–18 SGA: 1.3
<ul style="list-style-type: none"> <li>evaluate real-world formulas and algebraic expressions given values for one or more variables and grouping symbols</li> </ul>	SE/TE: 16–20, 217–221, 222–224 SGA: 4.6
<ul style="list-style-type: none"> <li>solve one- and two-step linear equations</li> </ul>	SE/TE: 186–191, 192–197, 198–202, 209–210, 211–216, 222–223, 226–231 TRB: 157–186 SGA: 4.1, 4.2, 4.3, 4.4, 4.5, 4.R SW: 30–38
<ul style="list-style-type: none"> <li>justify correct results of algebraic procedures</li> </ul>	SE/TE: 186–191, 192–197, 198–202, 209–210, 211–216, 222–223, 226–231 TRB: 157–186 SGA: 4.1, 4.2, 4.3, 4.4, 4.5, 4.R

<i>At level 3, the student is able to</i>	
<ul style="list-style-type: none"> <li>• apply the concept of rate of change to solve real-world problems</li> </ul>	SE/TE: 413–418, 419–425, 426–427 TRB: 369–374, 375–380 SGA: 8.3, 8.4
<ul style="list-style-type: none"> <li>• select the linear and non-linear graphs that model given real-world situations described in data sets and narratives</li> </ul>	SE/TE: 400–404, 405–409, 410–412, 413–418, 419–425, 426–427 TRB: 363–368, 375–380 SGA: 8.2, 8.4 SW: 72–73

<b>Standard 3.0: Geometry</b>	
Students will investigate, model, and apply geometric properties and relationships in work related situations.	
<b>LEARNING EXPECTATIONS:</b>	<b>PAGE REFERENCES</b>
3.1 The student will analyze and apply concepts and properties in the construction of lines, angles, and vertices when solving work-related problems.	SE/TE: 460–465, 466–472, 473–478, 478–479, 480–486, 513–514, 515–517 TRB: 407–412, 413–418, 419–424 SGA: 9.1, 9.2, 9.3 SW: 77–86
3.2 The student will synthesize and apply geometrical concepts, properties, and formulas of two-dimensional shapes when solving work-related problems.	SE/TE: 488–493, 495–500, 501–505, 506–510, 511–512, 513–519, 584–589, 591–592, 593–598, 599–602, 603–604, 605–613, 615–621, 622–627, 628–629, 630–631 TRB: 425–430, 431–436, 437–442, 443–448, 449–454, 511–518, 519–548 SGA: 9.4, 9.5, 9.6, 9.7, 9.8, 11.2, 11.3, 11.4, 11.5, 11.6 SW: 96–104
3.3 The student will synthesize and apply geometrical concepts, properties, and formulas of three-dimensional shapes when solving work-related problems.	642–648, 650–656, 657–661, 662–663, 664–670, 671–677, 678–679, 680–684, 685–686, 687–692 SGA: 12.1, 12.2, 12.3, 12.4, 12.5, 12.6

STUDENT PERFORMANCE INDICATORS:	PAGE REFERENCES
<i>At level 1, the student is able to</i>	
<ul style="list-style-type: none"> <li>construct angles and vertices to solve work-related problems</li> </ul>	SE/TE: 466–472, 473–479, 480–486, 515–517 TRB: 407–412, 413–418, 419–424 SGA: 9.1, 9.2, 9.3 SW: 82–83
<i>At level 2, the student is able to</i>	
<ul style="list-style-type: none"> <li>use geometric formulas to solve real-world problems (e.g., area, perimeter, surface area, volume and circumference)</li> </ul>	SE/TE: 605–613, 615–621, 622–627, 628–629, 650–656, 657–661, 662–663, 664–670, 671–677, 678–679, 680–684, 685–686, 687–692 TRB: 187–192 SGA: 11.5, 11.6, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6
<ul style="list-style-type: none"> <li>use scale and proportion in real-world situations (e.g., read a road map, scale drawings, and read blueprints)</li> </ul>	SE/TE: 589–602, 603–604 SGA: 11.2, 11.3, 11.4 SW: 98
<ul style="list-style-type: none"> <li>apply the Pythagorean Theorem in real-world problems</li> </ul>	SE/TE: 557–562, 570–573, 574–575 TRB: 493–498 SGA: 10.6 SW: 79
<ul style="list-style-type: none"> <li>determine the height of an object that is difficult to measure by using properties of similar triangles</li> </ul>	SE/TE: 584–589, 591–592 SGA: 11.2
<i>At level 3, the student is able to</i>	
<ul style="list-style-type: none"> <li>use parallel and perpendicular lines to solve work-related problems</li> </ul>	SE/TE: 430, 501, 517

<b>Standard 4.0: Measurement</b>	
Students will become familiar with the units and processes of measurement in order to use various tools, techniques, and formulas to determine and estimate measurements in problem solving.	
<b>LEARNING EXPECTATIONS:</b>	<b>PAGE REFERENCES</b>
4.1 The student will select and use appropriate tools of measurement to determine length, area, angular measurement and volume with in given tolerances (i.e. vernier caliper, micrometer, machinist rule, graduated cylinders, protractors as well as rulers).	SE/TE: 56–60, 63–65, 120–121, 176–180, 224–226, 449–450, 466–467, 471, 568–570 TRB: 413–418, 419–424, 425–430, 431–436, 481–486 SW: 3, 25–27, 100–101
4.2 The student will use measurements of length, area, angular measurement and volume to estimate and solve real-world problems.	SE/TE: 63–65, 217–221, 605–613, 615–621, 622–627, 628–629, 638–639, 650–656, 657–661, 662–663, 664–670, 671–677, 678–679, 680–684, 685–686, 687–692, 693–694 TRB: 531–536, 537–542, 543–548, 563–568, 569–574, 575–580, 581–586, 587–592 SGA: 11.5, 11.6 SW: 102–103, 104, 107–114
4.3 The student will apply measurement concepts and relationships in algebraic and geometric problem-solving situations.	SE/TE: 56–60, 63–65, 120–121, 176–180, 217–221, 224–226, 299–303, 449–450, 466–467, 471, 568–570, 605–613, 615–621, 622–627, 628–629, 638–639, 650–656, 657–661, 662–663, 664–670, 671–677, 678–679, 680–684, 685–686, 687–692, 693–694 TRB: 263–268, 413–418, 419–424, 425–430, 513–518, 519–524, 525–530, 531–536, 537–542
4.4 The student will demonstrate an understanding of rates and other derived and indirect measurements.	SE/TE: 299–303, 304–308, 338–339, 557–562, 584–589, 591–592 TRB: 263–268, 269–274 SW: 53–57

STUDENT PERFORMANCE INDICATORS:	PAGE REFERENCES
<i>At level 1, the student is able to</i>	
<ul style="list-style-type: none"> <li>select and apply appropriate tools and units to measure in real-world situations (e.g., manufacturing, construction, art)</li> </ul>	SE/TE: 56–60, 63–65, 120–121, 176–180, 224–226, 449–450, 466–467, 471, 568–570 TRB: 481–486 SGA: 10.4
<ul style="list-style-type: none"> <li>justify the selection of a unit of measure in specific situations (e.g., manufacturing)</li> </ul>	SE/TE: 56–60, 63–65, 120–121, 176–180, 224–226, 449–450, 466–467, 471, 568–570 TRB: 481–486 SGA: 104 SW: 3
<ul style="list-style-type: none"> <li>discover and explain formulas used to compute circumference, perimeter, area and volume (e.g., pool construction)</li> </ul>	SE/TE: 63–65, 217–221, 605–613, 615–621, 622–627, 628–629, 638–639, 650–656, 657–661, 662–663, 664–670, 671–677, 678–679, 680–684, 685–686, 687–692, 693–694 TRB: 531–536, 543–548, 563–568, 569–574, 575–580, 581–586 SGA: 11.5, 11.6 SW: 102–104
<ul style="list-style-type: none"> <li>apply the given formula to determine the area, perimeter or volume of two dimensional objects</li> </ul>	SE/TE: 63–65, 217–221, 605–613, 615–621, 622–627, 628–629, 638–639, 650–656, 657–661, 662–663, 664–670, 671–677, 678–679, 680–684, 685–686, 687–692, 693–694 TRB: 531–536, 543–548, 563–568, 569–574, 575–580, 581–586 SGA: 11.5, 11.6
<ul style="list-style-type: none"> <li>defend estimates of the perimeter and/or area of rectangles, triangles, trapezoids, and parallelograms (e.g., flooring)</li> </ul>	SE/TE: 605–613, 615–621, 622–627, 628–629, 638–639
<ul style="list-style-type: none"> <li>estimate the area and volume of irregular geometric figures in work-related problems</li> </ul>	SE/TE: 611, 612, 620, 626–627, 628–629, 655, 661, 668 SW: 107–114

<i>At level 2, the student is able to</i>	
<ul style="list-style-type: none"> <li>• apply the given formula to find the area of a circle, the circumference of a circle, or the volume and surface area of a rectangular solid, cylinder, and sphere</li> </ul>	SE/TE: 622–627, 628–629, 650–656, 657–661, 662–663, 664–670, 671–677, 678–679, 680–684, 685–686, 687–692, 693–694 TRB: 543–548, 563–568, 569–574, 575–580, 581–586 SGA: 11.7
<ul style="list-style-type: none"> <li>• apply the concept of rate to determine ones such as miles per hour, cost per unit, and revolutions per minute</li> </ul>	SE/TE: 299–303, 304–308, 309–310 TRB: 263–268, 269–274 SGA: 6.2, 6.3
<ul style="list-style-type: none"> <li>• describe the procedure for determining the area of a composite shape in a real-world situation (e.g., surveying)</li> </ul>	SE/TE: 611, 612, 620, 626–627, 628–629
<ul style="list-style-type: none"> <li>• defend an estimate for the volume of a container (e.g., bottling companies)</li> </ul>	SE/TE: 650–656, 657–661, 662–663, 664–670, 671–677, 678–679, 680–684, 685–686, 687–692, 693–694
<ul style="list-style-type: none"> <li>• compare various methods of measurement to estimated values (e.g., shadow of object vs. height of object)</li> </ul>	SE/TE: 56–60, 63–65, 176–180, 224–226 SGA: 10.4 SW: 4
<ul style="list-style-type: none"> <li>• calculate a dimension of a geometric figure given the volume and other pertinent information (e.g., housing)</li> </ul>	SE/TE: 650–656, 657–661, 662–663, 664–670, 671–677, 678–679, 680–684, 685–686, 687–692, 693–694
<ul style="list-style-type: none"> <li>• determine if measurements are within given tolerance intervals</li> </ul>	Not covered
<ul style="list-style-type: none"> <li>• construct scale drawings to solve work related problems</li> </ul>	SE/TE: 338–339, 599–602, 603–604 TRB: 525–530

<i>At level 3, the student is able to</i>	
<ul style="list-style-type: none"> <li>discover the dimensions of a rectangle when given its area and the relationship between the length and width of the sides (e.g., art)</li> </ul>	SE/TE: 605–613
<ul style="list-style-type: none"> <li>explore the golden rectangle as it relates to measurement and proportions</li> </ul>	Not covered
<ul style="list-style-type: none"> <li>describe how changes in the dimensions of similar figures affect perimeter, area, and volume (e.g., construction)</li> </ul>	SE/TE: 615–621, 680–684, 685–686, 691–692 TRB: 537–542, 587–592

<b>Standard 5.0: Data Analysis and Probability</b>	
Students will collect, organize, represent, and interpret data; make and evaluate inferences and predictions; present and evaluate arguments based on data analysis; and model situations to determine theoretical and experimental probabilities.	
<b>LEARNING EXPECTATIONS:</b>	<b>PAGE REFERENCES</b>
5.1 The student will read graphs, charts, and tables.	SE/TE: 76–79, 80–83, 84, 85–90, 91–96, 97–99, 100–107, 108–113 TRB: 63–68, 69–74, 75–80, 81–86, 87–92, 93–98 SGA: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.R SW: 12, 13–17
5.2 The student will recognize if a problem needs more data and if so find a source for the data.	SE/TE: 108–113 TRB: 93–98 SGA: 2.7
5.3 The student will collect, organize and interpret data.	SE/TE: 70–74, 76–79, 80–83, 84, 85–90, 91–96, 97–99, 100–107, 108–113, 117–121 TRB: 63–68, 69–74, 75–80, 81–86, 87–92, 93–98 SGA: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.R SW: 12, 13–17
5.4 The student will choose, construct, and analyze appropriate graphical representations for a data set.	SE/TE: 70–74, 76–79, 80–83, 84, 85–90, 91–96, 97–99, 100–107, 108–113 TRB: 63–68, 69–74, 75–80, 81–86, 87–92, 93–98 SGA: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.R

<p>5.5 The student will interpret a set of data using the appropriate measure of central tendency.</p>	<p>SE/TE: 70–74          TRB: 57–62          SGA: 2.1          SW: 11, 18–19, 23</p>
<p>5.6 The student will interpolate readings on a graph as well as extrapolate to estimate values.</p>	<p>SE/TE: 76–79, 80–83, 84, 85–90, 91–96, 97–99, 100–107, 108–113          TRB: 63–68, 69–74, 75–80, 81–86, 87–92, 93–98          SGA: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.R</p>
<p>5.7 The student will apply appropriate technology in data collection and analysis.</p>	<p>SE/TE: 333–335          TRB: 299–304          SGA: 6.8</p>
<p>5.8 The student will analyze the validity of statistical conclusions and the use, misuse, and abuse of data.</p>	<p>SE/TE: 108–113, 333–335          TRB: 93–98          SGA: 2.7</p>

STUDENT PERFORMANCE INDICATORS:	PAGE REFERENCES
<i>At level 1, the student is able to</i>	
<ul style="list-style-type: none"> <li>interpret bar graphs representing real-world data</li> </ul>	SE/TE: 91–96, 97–99 TRB: 81–86 SGA: 2.5 SW: 13–17
<ul style="list-style-type: none"> <li>interpret circle graphs representing real-world data</li> </ul>	SE/TE: 357, 359, 470
<ul style="list-style-type: none"> <li>determine the measures of central tendency for a given set of data</li> </ul>	SE/TE: 70–74 TRB: 57–62 SGA: 2.1 SW: 18–19, 23
<ul style="list-style-type: none"> <li>determine the probability of a single event (i.e., spinning a spinner, rolling a die)</li> </ul>	SE/TE: 311–315, 316–319, 320–321, 322–326 TRB: 275–280, 281–286, 287–292, 293–298, 299–304 SGA: 6.4, 6.5, 6.6, 6.7, 6.8 SW: 48–52
<ul style="list-style-type: none"> <li>collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology</li> </ul>	SE/TE: 76–79, 80–83, 84, 85–90, 91–96, 97–99, 100–107, 108–113, 357, 359, 470 TRB: 299–304 SGA: 6.8 SW: 13–17

<i>At level 2, the student is able to</i>	
<ul style="list-style-type: none"> <li>choose the matching linear graph given a set of ordered pairs that represent real-world data</li> </ul>	SE/TE: 405–409, 410–412
<ul style="list-style-type: none"> <li>analyze student-collected data from a real-world situation to make predictions using appropriate technology</li> </ul>	SE/TE: 76–79, 80–83, 84, 85–90, 91–96, 97–99, 100–107, 108–113, 357, 359, 470
<ul style="list-style-type: none"> <li>apply the appropriate measure of central tendency (i.e., mean, median, mode) to a real-world problem</li> </ul>	SE/TE: 70–74 TRB: 57–62 SGA: 2.1
<i>At level 3, the student is able to</i>	
<ul style="list-style-type: none"> <li>select the measure of central tendency that best describes the given real-world situation</li> </ul>	SE/TE: 70–74, 108–113 TRB: 57–62 SGA: 2.1
<ul style="list-style-type: none"> <li>choose the matching scatter plot, bar graph, or histogram given a set of real-world data in table or chart form</li> </ul>	SE/TE: 91–96, 97–99 TRB: 81–86 SGA: 2.5 SW: 13–17
<ul style="list-style-type: none"> <li>choose the correlation of a scatter plot using real-world data; analyze the validity of statistical conclusions and the use, misuse, and abuse of data</li> </ul>	Not covered

- use simulations to determine probabilities

SE/TE: 327–332, 341–343

TRB: 293–298

SGA 6.7

SW: 51–52