**NC Math 2 Pacing Guide**

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| **Unit** | **Number of Days (Block)** | **Number of Days (Traditional)** |
| Unit 1: Transformations | 10 | 20 |
| Unit 2: Quadratics | 20 | 40 |
| Unit 3: Radical & Rational Functions | 15 | 30 |
| Unit 4: Similarity & Congruence | 12 | 24 |
| Unit 5: Trigonometry (Solving Right Triangles) | 13 | 26 |
| Unit 6: Probability | 10 | 20 |

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| **Unit 1: Transformations**  Suggested Order: 1 of 6  Suggested Time: (10 days on block; 20 days on traditional) | | |
| *Major Work* | | |
| Standards | Learning Intentions | Success Criteria |
| **UNIT FOCUS STANDARDS**  **NC.M2.F-IF.1** Extend the concept of a function to include geometric transformations in the plane by recognizing that:   * the domain and range of a transformation function f are sets of points in the plane; * the image of a transformation is a function of its pre-image.   **NC.M2.F-IF.2** Extend the use of function notation to express the image of a geometric figure in the plane resulting from a translation, rotation by multiples of 90 degrees about the origin, reflection across an axis, or dilation as a function of its pre-image.  **NC.M2.G-CO.2** Experiment with transformations in the plane.   * Represent transformations in the plane. * Compare rigid motions that preserve distance and angle measure (translations, reflections, rotations) to transformations that do not preserve both distance and angle measure (e.g. stretches, dilations). * Understand that rigid motions produce congruent figures while dilations produce similar figures.   **NC.M2.G-CO.3** Given a triangle, quadrilateral, or regular polygon, describe any reflection or rotation  symmetry i.e., actions that carry the figure onto itself. Identify center and angle(s) of rotation symmetry. Identify line(s) of reflection symmetry.  **NC.M2.G-CO.4** Verify experimentally properties of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.  **NC.M2.G-CO.5** Given a geometric figure and a rigid motion, find the image of the figure. Given a geometric figure and its image, specify a rigid motion or sequence of rigid motions that will transform the pre-image to its image.  **NC.M2.G-CO.6** Understand congruence in terms of rigid motions. Determine whether two figures are congruent by specifying a rigid motion or sequence of rigid motions that will transform one figure onto the other.  **NC.M2.G-SRT.1** Verify experimentally the properties of dilations with given center and scale factor:  **NC.M2.G-SRT.1a** When a line segment passes through the center of dilation, the line segment and its image lie on the same line. When a line segment does not pass through the center of dilation, the line segment and its image are parallel.  **NC.M2.G-SRT.1b** The length of the image of a line segment is equal to the length of the line segment multiplied by the scale factor.  **NC.M2.G-SRT.1c** The distance between the center of a dilation and any point on the image is equal to the scale factor multiplied by the distance between the dilation center and the corresponding point on the pre-image.  **NC.M2.G-SRT.1d** Dilations preserve angle measure. | 1. Translations, rotations, and reflections are rigid transformations (NC.M2.G.CO) 2. Rigid transformations result in congruent geometric figures. (NC.M2.G.CO) 3. Dilation is a non-rigid transformation that the increases the length of sides of a figure by the scale factor *k*, increases the area of a figure by *k2,* and the distance from the origin to each point increases by *k* along a line from the origin. (NC.M2.G.SRT.1) 4. Coordinate rules for geometric transformations (NC.M2.G.CO) 5. X-coordinates remain the same for a reflection across the x-axis and y-coordinates remain the same for a reflection across the y-axis. (NC.M2.F-IF) 6. X-coordinates remain the same for a vertical translation and y-coordinates remain the same for a horizontal translation. (NC.M2.F-IF) 7. A 90 degree counterclockwise rotation is the same 270 degree clockwise rotation, and vice versa. (NC.M2.G-CO) 8. Rotating a line or line segment 90 degrees results in a line or line segment that is perpendicular to the original line or line segment. (NC.M2.G-CO) 9. Corresponding sides and angles of congruent images are congruent. (NC.M2.G-CO) 10. There are combinations of transformations that can map an object back onto itself. (NC.M2.G-CO.5) | (NC.M2.G.CO) I can translate, rotate, reflect, and dilate geometric figures on the coordinate plane.  (NC.M2.G.CO) I can determine coordinates for a translated, rotated, reflected, or dilated figure without graphing.  (NC.M2.G.CO) I can determine types of transformations, given two geometric figures.  (NC.M2.F.IF) I can determine side length, distance from origin, and area of closed figure after a dilation.  (NC.M2.G.CO) I can given a triangle and its image after being transformed, identify corresponding sides and corresponding angles of the two triangles.  (NC.M2.G.CO) I can identify and use transformations to create new images. (NC.M2.G.CO.5) I can identify and write rules for transformations that will map an object back onto itself OR map one object onto another.  (NC.M1.F.IF.1, NC.M1.F-IF.2) I can write transformations in coordinate notation.  (NC.M1.G.Co.9) I can determine the angle measures created by a transversal and two parallel lines. |

**Learning Intentions:** These are big ideas, understandings, important math that needs to be developed. They are not necessarily measurable statements. Ideally a unit will have a handful of learning intentions.

**Success Criteria:** These are directly associated with a learning intention and articulate to students measurable, tangible, observable demonstrations of the learning intention. Typically one learning intention has around 3 to 5 success criteria.

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| **Unit 2: Quadratics**  Suggested Order: 2 of 6  Suggested Time: 20 Days (approx. 90 minutes/day) | | |
| *Major Work* | | |
| Standards | Learning Intentions | Success Criteria |
| NC.M2.A.SSE.1a.  NC.M2.A.SSE.1b  NC.M2.F.IF.4  NC.M2.F.IF.7  NC.M2.F.IF.9  NC.M2.A.REI.7 | A. Interpret, compare, and analyze quadratics in different representations (tables, graphs, algebraic expressions, and verbal descriptions). | A1. I can interpret key features of a quadratic in different representations  A2. I can compare two different functions each with a different representation  A3. I can analyze quadratic functions by generating different representations to show key features  A4. I can solve problems in a real-life context using different representations |
| NC.M2.APR.1  NC.M2.N.CN.1  NC.M2.A.SSE.3  NC.M2.A.REI.4a  NC.M2.A.REI.4b  NC.M2.A.REI.1  NC.M2.F.IF.8 | B. Solve Quadratics algebraically using/by:   * Factoring (M1) * Square Root Method (M1) * Quadratic Formula * Completing the Square | B0. I can add, subtract, and multiply polynomials.  B1. I can solve quadratic equations by factoring.  B2. I can solve quadratic equations by taking the square root with real and complex (a+bi) solutions.  B3. I can solve quadratic equations by completing the square with real and complex (a+bi) solutions.  B4. I can derive the quadratic formula by completing the square.  B5. I can solve quadratic equations using the quadratic formula with real and complex (a+bi) solutions. |
| NC.M2.F.BF.1  NC.M2.F.BF.3  NC.M2.A.CED.1  NC.M2.A.CED.2  NC.M2.A.CED.3 | C. Transformations and Modeling of Quadratics | C1. I can find the resulting graphs when f(x) goes through the following transformations: k \*f(x), f(x) +k, f(x+k)  C2. I can write an equation that models a given quadratic situation.  C3. I can express any quadratic in vertex and standard form. |

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| **Unit 3: Radical & Rational Functions**  Suggested Order: 3 of 6  Suggested Time: (15 days on block; 30 days on traditional) | | |
| *Major Work* | | |
| Standards | Learning Intentions | Success Criteria |
| **NC.M2.N-RN.1**  Explain how expressions with rational exponents can be rewritten as radical expressions.  **NC.M2.N-RN.2**  Rewrite expressions with radicals and rational exponents into equivalent expressions using the properties of exponents. | Extend the properties of exponents to rational exponent. | (NC.M2.N-RN.1) I can rewrite expressions with rational exponents as radical expressions.    ( NC.M2.N-RN.2) I can rewrite expressions with non-integer exponents using the properties of exponents.  (NC.M2.N-RN.2) I can rationalize the denominator of a simple radical expression. |
| **NC.M2.N-RN.3**  Use the properties of rational and irrational numbers to explain why:   * The sum or product of two rational numbers is rational * The sum of a rational number and an irrational number is irrational * The product of a nonzero rational number and an irrational number is irrational | Use properties of rational and irrational numbers. | (NC.M2.N-RN.3) I can use the properties of rational and irrational numbers. |
| **NC.M2.A-SSE.1**  Interpret expressions that represent a quantity in terms of its context.   1. Identify and interpret parts of a quadratic, square root, inverse variation, or right triangle trigonometric expression, including terms, factors, coefficients, radicands, and exponents. 2. Interpret quadratic and square root expressions made of multiple parts as a combination of single entities to give meaning in terms of a context. | Interpret the structure of expressions. | (NC.M2.A-SSE.1) I can interpret expressions that represent a quantity in terms of its context.  (NC.M2.A-SSE.1) I can identify the parts of an expression and explain their meaning within the context of a problem.  (NC.M2.A-SSE.1) I can interpret expressions and make sense of the multiple factors and terms by explaining the meaning of individual parts. |
| **NC.M2.A-CED.1**  Create equations and inequalities in one variable that represent quadratic, square root, inverse variation, and right triangle trigonometric relationships and use them to solve problems.  **NC.M2.A-CED.2**  Create and graph equations in two variables to represent quadratic, square root and inverse variation relationships between quantities.    **NC.M2.F-BF.3**  Understand the effects of the graphical and tabular representations of square root and inverse variation function *f,* with *k f(x) , f(x) + k, f(x+h)* for specific values of *k* (both positive and negative)  **NC.M2.A-CED.3**  Create systems of linear, quadratic, square root, and inverse variation equations to model situations in context. | Create equations that describe numbers or relationships. | (NC.M2.A-CED.1) I can create equations and inequalities in one variable that represent quadratic, square root, inverse variation, and right triangle trigonometric relationships and use them to solve problems.  (NC.M2.A-CED.2) I can create equations in two variables to represent quadratic, square root and inverse variation relationships between quantities.  (NC.M2.A-CED.2) I can graph equations in two variables to represent relationships between quantities.  (NC.M2.F-BF.3)I can explain the effects of transformations of square root functions.  (NC.M2.F-BF.3)I can explain the effects of transformations of inverse variation functions.  (NC.M2.A-CED.3) I can create a system of linear equations to model and solve real world problems.  (NC.M2.A-CED.3) I can create a system of quadratic equations to model and solve real world problems.  (NC.M2.A-CED.3) I can create a system of square root equations to model and solve real world problems.  (NC.M2.A-CED.3) I can create a system of inverse variation equations to model and solve real world problems. |
| **NC.M2.A-REI.1**  Justify a chosen solution method and each step of the solving process for quadratic, square root and inverse variation equations using mathematical reasoning.  **NC.M2.A-REI.2**  Solve and interpret one variable inverse variation and square root equations arising from a context, and explain how extraneous solutions may be produced | Understand solving equations as a process of reasoning and explain the reasoning. | (NC.M2.A-REI.1) I can choose a method to solve quadratic, square root, and inverse variation equations and explain each step of the process using mathematical reasoning.  (NC.M2.A-REI.2) I can solve inverse variation equations in one variable.  (NC.M2.A-REI.2) I can interpret inverse variation equations in one variable.  (NC.M2.A-REI.2) I can solve square root equations in one variable.  (NC.M2.A-REI.2) I can interpret square root equations in one variable.  (NC.M2.A-REI.2) I can explain how extraneous solutions may be produced by both inverse variation and square root equations. |
| **NC.M2.A-REI.11**  Extend the understanding that the x-coordinates of the points where the graphs of two square root and/or inverse variation equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x) and approximate solutions using graphing technology or successive approximations with a table of values. | Represent and solve equations and inequalities graphically. | (NC.M2.A-REI.11) I can explain why the intersection of y = f(x) and y= g(x) is the solution of f(x) = g(x) for two square root equations.  (NC.M2.A-REI.11) I can explain why the intersection of y = f(x) and y= g(x) is the solution of f(x) = g(x) for two inverse variation equations.  (NC.M2.A-REI.11) I can use technology to graph square root and /or inverse variation equations and approximate their points of intersection.  (NC.M2.A-REI.11) I can use table of values or successive approximations to find solutions. |
| **NC.M2.F-IF.4**  Interpret key features of graphs, tables, and verbal description in context to describe functions that arise in applications relating two quantities, to include domain and range, rate of change, symmetries, and end behavior | Interpret functions that arise in application in terms of the context. | (NC.M2.F-IF.4) I can identify key feature in graphs and tables when in context to include domain and range, rate of change, symmetries, and end behavior.  (NC.M2.F-IF.4) I can sketch the graph of a function when given its key features. |
| **NC.M2.F-IF.7**  Analyze quadratic, square root, and inverse variation functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; intercepts; intervals where the function is increasing, decreasing, positive, or negative; rate of change; maximums and minimums; symmetries; and end behavior. | Analyze functions using different representations. | (NC.M2.F-IF.7) I can create different representations of square root and inverse variation functions to reveal key features of functions. |

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| **Unit 4: Similarity & Congruence**  Suggested Order: 4 of 6  Suggested Time: 12 days on 90 minute block; 24 days on 55 minute traditional | | |
| *Major Work* | | |
| Standards | Learning Intentions | Success Criteria |
| NC.M2.G-CO.9 (first 3 bullets)  Prove theorems about lines and angles and use them to prove relationships in geometric figures including:   * Vertical angles are congruent. * When a transversal crosses parallel lines, alternate interior angles are congruent. * When a transversal crosses parallel lines, corresponding angles are congruent.   NC.M2.G-SRT.1b  Verify experimentally the properties of dilations with given center and scale factor:   1. The length of the image of a line segment is equal to the length of the line segment multiplied by the scale factor.   NC.M2.G-SRT.1c  Verify experimentally the properties of dilations with given center and scale factor:  c. The distance between the center of a dilation and any point on the image is equal to the scale factor multiplied by the distance between the dilation center and the corresponding point on the pre-image.  NC.M2.G-SRT.1d  Verify experimentally the properties of dilations with given center and scale factor:  d.Dilations preserve angle measure.  NC.M2.G-SRT.2  Understand similarity in terms of transformations.   1. Determine whether two figures are similar by specifying a sequence of transformations that will transform one figure into the other. 2. Use the properties of dilations to show that two triangles are similar when all corresponding pairs of sides are proportional and all corresponding pairs of angles are congruent.   NC.M2.G-SRT.3  Use transformations (rigid motions and dilations) to justify the AA criterion for triangle similarity.  NC.M2.G-SRT.4 (first bullet)  Use similarity to solve problems and to prove theorems about triangles. Use theorems about triangles to prove relationships in geometric figures.   * A line parallel to one side of a triangle divides the other two sides proportionally and its converse.   NC.M2.G-CO.10 (last bullet)  Prove theorems about triangles and use them to prove relationships in geometric figures including:   * The segment joining the midpoints of two sides of a triangle is parallel to the third side and half the length. | A. Dilations, similarity, and the properties of similar triangles allow the usage of the features of one figure to solve problems about a similar figure. | (NC.M2.G-CO.9) I can use the properties of parallel and perpendicular lines cut by a transversal to prove angles congruent and/or supplementary.  (NC.M2.G-CO.9) I can use the properties of parallel and perpendicular lines and angle measures to solve problems involving angles.  (NC.M2.G-CO.9) I can solve problems involving angle measures using properties of parallel and perpendicular lines cut by a transversal.  (NC.M2.G-SRT.1b) I can identify similar figures using ratios and proportions.  (NC.M2.G-SRT.1c) I can use the scale factor of similar figures to determine the length of the corresponding segment lengths in those figures.  (NC.M2.G-SRT.1c) I can use scale factor and the definition of similar figures to solve problems.  (NC.M2.G-SRT.1c) I can determine if an image is an enlargement or reduction and the associated scale factor.  (NC.M2.G-SRT.1c) I can use the properties of dilations to create a larger(enlargement) or smaller(reduction) image of a figure that is similar to a given pre-image.  (NC.M2.G-SRT.1d) I can use properties of dilations to determine angle measure of an image and given pre-image.  (NC.M2.G.-SRT.2) I can use the properties of dilations to determine if two figures are similar.  (NC.M2.G.-SRT.2) I can identify the transformation(s) used to transform one figure onto another figure that is similar to the original.  (NC.M2.G.-SRT.2) I can use the properties of dilations and theorems involving angle congruence to show two triangles are similar by proving corresponding angles are congruent by AA similarity.  (NC.M2.G.-SRT.2) I can use the properties of dilations and scale factor to show two triangles are similar by proving corresponding sides are proportional by SSS Similarity  (NC.M2.G.-SRT.2) I can use the properties of dilations, theorems involving angle congruence, and scale factor to prove two triangles similar by SAS similarity  (NC.M2.G-SRT.3) I can use various transformations to prove two triangles similar using AA similarity.  (NC.M2.G-SRT.4a) I can use the theorems and properties of parallel lines and similar figures to prove a line parallel to one side of a triangle divides the other two sides proportionally and its converse.  (NC.M2.G-SRT.4a) I can use the theorem, a line parallel to one side of a triangle dividing the other sides proportionally to solve problems involving segment lengths and angle measures in triangles  (NC.M2.G-CO.10d) I can use the theorems and properties of parallel lines and similar figures to prove the segment joining the midpoints of two sides of a triangle is parallel to the third side and half its length.  (NC.M2.G-CO.10d) I can use the midsegment theorem to solve problems and apply the theorem to find measurements in triangles. |
| NC.M2.G-CO.6  Determine whether two figures are congruent by specifying a rigid motion or sequence of rigid motions that will transform one figure onto the other.  NC.M2.G-CO.7  Determine whether two figures are congruent by specifying a rigid motion or sequence of rigid motions that will transform one figure onto the other.  NC.M2.G-CO.8  Use congruence in terms of rigid motion. Justify the ASA, SAS, and SSS criteria for triangle congruence. Use criteria for triangle congruence (ASA, SAS, SSS, HL) to determine whether two triangles are congruent.  NC.M2.G-CO.9 (last 2 bullets)  Prove theorems about lines and angles and use them to prove relationships in geometric figures including:   * Points are on a perpendicular bisector of a line segment if and only if they are equidistant from the endpoints of the segment. * Use congruent triangles to justify why the bisector of an angle is equidistant from the sides of the angle.   NC.M2.G-CO.10 (third bullet)  Prove theorems about triangles and use them to prove relationships in geometric figures including:   * The base angles of an isosceles triangle are congruent. | B. Proving and applying congruence provides a basis for modeling situations geometrically. | (NC.M2.G-CO.6) I can identify whether two figures are congruent using transformations from one figure to another.  (NC.M2.G-CO.7) I can use the definition of congruent figures to identify congruent corresponding parts.  (NC.M2.G-CO.7) I can use the definition of congruent figures to write congruent statements of two triangles.  (NC.M2.G-CO.8) I can use the theorems/postulates (ASA, SAS, SSS, AAS, HL) to prove two triangles are congruent. (Using various types of proofs or justifications)  (NC.M2.G-CO.8) I can use the definition of congruent figures and the theorems and postulates (ASA, SAS, SSS. AAS, HL) to prove other pairs of triangles congruent. (Using various types of proofs or justifications)  (NC.M2.G-CO.9) I can use theorems about lines, angles, and congruent triangles to prove points on a perpendicular bisector are equidistant from the endpoints of the segment and the converse.  (NC.M2.G-CO.9) I can use the theorems about the perpendicular  bisector of the side of a triangle to solve problems involving side lengths and angle measure.  (NC.M2.G-CO.9) I can use theorems about lines, angles, and congruent triangles to prove the bisector of an angle is equidistant from the sides of an angle and its converse.  (NC.M2.G-CO.9) I can use the theorems about bisector of an angle of a triangle to solve problems involving side lengths and angle measure.  (NC.M2.G-CO.10.c) I can prove the base angles of an isosceles triangle are congruent using properties of congruent triangles.  (NC.M2.G-CO.10.c) I can find angle measures and side lengths of isosceles triangles. |
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| **Unit 5: Trigonometry**  Suggested Order: 5 of 6  Suggested Time: 13 days on block schedule | | |
| *Major Work* | | |
| Standards | Learning Intentions | Success Criteria |
| NC.M2.G.CO.10a  Prove theorems about triangles and use them to prove relationships in geometric figures including:  The sum of the measures of the interior angles of a triangle is 180º.  NC.M2.G.CO.10b  Prove theorems about triangles and use them to prove relationships in geometric figures including:  An exterior angle of a triangle is equal to the sum of its remote interior angles.  NC.M2.G.SRT.4b  Use similarity to solve problems and to **prove theorems about triangles**. Use theorems about triangles to prove relationships in geometric figures.  b. The Pythagorean Theorem | A. Basic properties of triangles | A1. I can prove the sum of the measures of the interior angles of a triangle is equal to 180 degrees and use it to solve problems..  A2. I can solve for missing sides in right triangles using the Pythagorean theorem.  A3. I can prove that an exterior angle of a triangle is equal to the sum of its remote interior angles and use it to solve problems. |
| NC.M2.G.SRT.12  Develop properties of special right triangles (45-45- 90 and 30-60- 90) and use them to solve problems. | B. Special Right Triangles (45-45-90 and 30-60-90) | B1. I can develop the properties of a 45-45-90 and a 30-60-90 triangle.  B2. I can solve for unknown sides using the properties of special right triangles.  B3. I can rationalize simple radical denominators. |
| NC.M2.G.SRT.6  Verify experimentally that the side ratios in similar right triangles are  properties of the angle measures in the triangle, due to the preservation of  angle measure in similarity. Use this discovery to develop definitions of the  trigonometric ratios for  acute angles.  NC.M2.A.SSE.1a  a. Identify and interpret parts of a quadratic, square root, inverse variation, or  **right triangle trigonometric expression**, including terms, factors, coefficients,  radicands, and exponents.  NC.M2.A.CED.1  Create equations and inequalities in one variable that represent quadratic, square root, inverse variation, and **right triangle trigonometric relationships** and use them to solve problems.  NC.M2.G.SRT.8  Use trigonometric ratios and the Pythagorean Theorem to solve problems  involving right triangles in terms of a context. | C. Trigonometric Ratios in Right Triangles | C1. I can verify experimentally that side ratios in similar right triangles are properties of the angle measures of the triangle.  C2. I can write trigonometric ratios for acute angles in a right triangle.  C3. I can use trigonometric ratios to solve for sides and angles in right triangles.  C4. I can use the trigonometric ratios to solve real world application problems (involving right triangles) |

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| **Unit 6: Probability**  Suggested Order: 6 of 6  Suggested Time (10 days on block; 20 days on traditional) | | |
| *Major Work* | | |
| Standards | Learning Intentions | Success Criteria |
| NC.M2.S.IC.2 use simulations to determine whether the experimental probability generated by sample data is consistent with the theoretical probability based on known information about the population.  NC.M2.S.CP.1 describe events as subsets of the outcomes in a sample space using characteristics of the outcomes or as unions, intersections and complements of other events.  NC.M2.S.CP.3 develop and understand independence and conditional probability.   1. Use a 2-way table to develop understanding of the conditional probability of A given B (written P(A|B)) as the likelihood that A will occur given that B has occurred. That is, P(A|B) is the fraction of event B’s outcomes that also belong to event A. 2. Understand that event A is independent from event B if the probability of event A does not change in response to the occurrence of event B. That is P(A|B)=P(A).   NC.M2.S.CP.4 Represent data on two categorical variables by constructing a two-way frequency table of data. Interpret the two-way table as a sample space to calculate conditional, joint and marginal probabilities. Use the table to decide if events are independent.  NC.M2.S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.  NC.M2.S.CP.6 Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in context.  NC.M2.S.CP.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in context.  NC.M2.S.CP.8 Apply the general Multiplication Rule P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in context. Include the case where A and B are independent: P(A and B) = P(A) P(B). | A. Conditional Probabilities  B. Addition Rule  C. Multiplication Rule | (NC.M2.S.IC.2) I can determine if an experimental probability is consistent with the theoretical probability of a population.  (NC.M2.S.CP.1) I can find the subsets of events using unions, intersections, and complements.  (NC.M2.S.CP.3) I can use a 2-way frequency table to understand the concept of conditional probability.  (NC.M2.S.CP.3) I can determine two events are independent if the probability of one event does not affect the other.  (NC.M2.S.CP.4) I can create and interpret a 2-way frequency table to calculate conditional, joint, and marginal probability.  (NC.M2.S.CP.5) I can recognize and explain conditional probability in everyday language and situations.  (NC.M2.S.CP.6) I can find the conditional probability of A given B and interpret the fraction in context.  (NC.M2.S.CP.7) I can apply the additional rule and interpret the answer in context.  (NC.M2.S.CP.8) I can apply the multiplication rule and interpret the answer in context. |