

Medina County Schools'

# Course of Study

For

# Math

Trigonometry  
Trigonometry Honors  
Trigonometry Advanced  
Functions, Statistics and Trigonometry (Highland)  
Functions, Statistics and Trigonometry Honors (Highland)  
Pre Calculus Analysis (Buckeye)  
Trigonometry Honors (Buckeye)  
Trigonometry Advanced (Buckeye)

June 2008

## STANDARD 1: Number, Number Sense and Operations

Trigonometry  
(TR)

Students demonstrate number sense, including an understanding of number systems and operations and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
<b>By the end of the 11-12 program:</b>			
A. Demonstrate that vectors and matrices are systems having some of the same properties of the real number system.	M.1.A.TR.1 <i>Number and Number Systems</i>	1. Determine what properties hold for matrix addition and matrix multiplication; e.g., use examples to show addition is commutative and when multiplication is not commutative.	
B. Develop an understanding of properties of and representations for addition and multiplication of vectors and matrices.	M.1.B.TR.1 <i>Number and Number Systems</i>	1. Determine what properties hold for matrix addition and matrix multiplication; e.g., use examples to show addition is commutative and when multiplication is not commutative.	
C. Apply factorials and exponents, including fractional exponents, to solve practical problems.	M.1.C.TR.8	8. Use fractional and negative exponents as optional ways of representing and finding solutions for problem situations; e.g., $(27^{2/3})^2 = (27^{1/3})^2 = 9$ .	
D. Demonstrate fluency in operations with real numbers, vectors and matrices, using mental computation or paper and pencil calculations for simple cases, and technology for more complicated cases.	M.1.D.TR.4 <i>Meaning of Operations</i>	4. Use matrices to represent given information in a problem situation.	
	M.1.D.TR.6 <i>Computation and Estimation</i>	6. Compute sums, differences and products of matrices using paper and pencil calculations for simple cases, and technology for more complicated cases.	

**STANDARD 1: Number, Number Sense and Operations  
(Cont.)**

Trigonometry  
(TR)

Students demonstrate number sense, including an understanding of number systems and operations and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
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<p><b>By the end of the 11-12 program:</b></p> <p>E. Represent and compute with complex numbers.</p>	<p>M.1.E.TR.3</p> <p>M.1.E.TR.7</p>	<p>3. Represent complex numbers on the complex plane.</p> <p>7. Compute sums, differences, products and quotients of complex numbers.</p>	
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**STANDARD 2: Measurement**

Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
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<p><b>By the end of the 11-12 program:</b></p> <p>A. Explain differences among accuracy, precision and error, and describe how each of those can affect solutions in measurement situations.</p> <p>B. Apply various measurement scales to describe phenomena and solve problems.</p> <p>C. Estimate and compute areas and volume in increasingly complex problem situations.</p> <p>D. Solve problem situations involving derived measurements; e.g., density, acceleration.</p>	<p>M.2.A.TR.1 <i>Use Measurement Techniques and Tools</i></p> <p>M.2.A.TR.1 <i>Measurement Units</i></p> <p>M.2.B.TR.2</p> <p>M.2.C.TR.3 <i>Use Measurement Techniques and Tools</i></p> <p>M.2.C.TR.4</p> <p>M.2.D.TR.5</p>	<p><i>1. Explain how a small error in measurement may lead to a large error in calculated results. (Grade 10)</i></p> <p>1. Determine the number of significant digits in a measurement.</p> <p>2. Use radian and degree angle measures to solve problems and perform conversions as needed.</p> <p>3. Derive a formula for the surface area of a cone as a function of its slant height and the circumference of its base.</p> <p>4. Calculate distances, areas, surface areas and volumes of composite three-dimensional objects to a specified number of significant digits.</p> <p>5. Solve real-world problems involving area, surface area, volume and density to a specified degree of precision.</p>	
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**STANDARD 3: Geometry and Spatial Sense**

Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects, and transformations to analyze mathematical situations and solve problems.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
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<p><b>By the end of the 11-12 program:</b></p> <p>A. Use trigonometric relationships to verify determine solutions in problem situations.</p> <p>B. Represent transformations within a coordinate system using vectors and matrices.</p> <p><i>Note: This is an extension of the following benchmarks in grades 8-10 for more complex figures.</i></p> <p>A. Formally define geometric figures.</p> <p>D. Use coordinate geometry to represent and examine the properties of geometric figures.</p> <p>E. Draw and construct representations of two- and three-dimensional geometric objects using a variety of tools, such as straightedge, compass and technology.</p>	<p>M.3.A.TR.4 <i>Transformation and Symmetry</i></p> <p>M.3.B.TR.1 <i>Spatial Relationships</i></p> <p>M.3.B.TR.2 <i>Transformations and Symmetry</i></p> <p>M.3.B.TR.3</p> <p>M.3.A.TR.5 <i>Visualization and Geometric Models</i></p>	<p>4. Use trigonometric relationships to determine lengths and angle measures; i.e., Law of Sines and Law of Cosines.</p> <p>1. Use polar coordinates to specify locations on a plane.</p> <p>2. Represent translations using vectors.</p> <p>3. Describe multiplication of a vector and a scalar graphically and algebraically, and apply to problem situations.</p> <p>5. Identify, sketch and classify the cross sections of three-dimensional objects.</p>	
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### STANDARD 3: Geometry and Spatial Sense (Cont.)

Trigonometry  
(TR)

Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects, and transformations to analyze mathematical situations and solve problems.

Ohio Benchmarks

Instructional  
Organization

Grade Level Indicators

Notes

<p><b>By the end of the 11-12 program:</b></p> <p><i>Note: This is an extension of benchmark H in grades 11-12 in Mathematical Processes.</i></p> <p>H. Use formal mathematical language and notation to represent ideas, to demonstrate relationships within and among representation systems, and to formulate generalizations.</p>			
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**STANDARD 4: Patterns, Functions and Algebra**

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
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<p><b>By the end of the 11-12 program:</b></p> <p>A. Analyze functions by investigating rates of change, intercepts, zeros, asymptotes, and local and global behavior.</p>	<p>M.4.A.TR.3 <i>Use Patterns, Relations, and Functions</i></p> <p>M.4.A.TR.4</p> <p>M.4.A.TR.5</p> <p>M.4.A.TR.6 <i>Use Algebraic Representations</i></p> <p>M.4.A.TR.10</p> <p>M.4.A.TR.11 <i>Analyze Change</i></p>	<p>3. Describe and compare the characteristics of the following families of functions: quadratics with complex roots, polynomials of any degree, logarithms, and rational functions; e.g., general shape, number of roots, domain and range, asymptotic behavior.</p> <p>4. Identify the maximum and minimum points of polynomial, rational and trigonometric functions graphically and with technology.</p> <p>5. Identify families of functions with graphs that have rotation symmetry or reflection symmetry about the <math>y</math>-axis, <math>x</math>-axis or <math>y = x</math>.</p> <p>6. Represent the inverse of a function symbolically and graphically as a reflection about <math>y = x</math>.</p> <p>10. Describe the characteristics of the graphs of conic sections.</p> <p>11. Describe how a change in the value of a constant in an exponential, logarithmic or radical equation affects the graph of the equation.</p>	
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## STANDARD 4: Patterns, Functions and Algebra (Cont.)

Trigonometry  
(TR)

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
<p><b>By the end of the 11-12 program:</b></p> <p>B. Use the quadratic formula to solve quadratic equations that have complex roots.</p> <p>C. Use recursive functions to model and solve problems; e.g., home mortgages, annuities.</p> <p>D. Apply algebraic methods to represent and generalize problem situations involving vectors and matrices.</p>	<p>M.4.B.TR.8 <i>Use Algebraic Representatives</i></p> <p>M.4.C.TR.1 <i>Use Patterns, Relations and Functions</i></p> <p>M.4.C.TR.2</p> <p>M.4.D.TR.7 <i>Use Algebraic Representatives</i></p> <p>M.4.D.TR.9</p>	<p>8. Solve equations involving radical expressions and complex roots.</p> <p>1. Identify and describe problem situations involving an iterative process that can be represented as a recursive function; e.g., compound interest.</p> <p>2. Translate a recursive function into a closed form expression or formula for the <math>n</math>th term to solve a problem situation involving an iterative process; e.g., find the value of an annuity after 7 years.</p> <p>7. Model and solve problems with matrices and vectors.</p> <p>9. Solve 3 by 3 systems of linear equations by elimination and using technology, and interpret graphically what the solution means (a point, line, plane, or no solution).</p>	

**STANDARD 5: Data Analysis and Probability**

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
<p><b>By the end of the 11-12 program:</b></p> <p>A. Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.</p>	<p>M.5.A.TR.4 <i>Statistical Methods</i></p> <p>M.5.A.TR.5</p> <p>M.5.A.TR.7</p> <p>M.5.A.TR.8</p>	<p>4. Create a scatterplot of bivariate data, identify trends, and find a function to model the data.</p> <p>5. Use technology to find the Least Squares Regression Line, the regression coefficient, and the correlation coefficient for bivariate data with a linear trend, and interpret each of these statistics in the context of the problem situation.</p> <p>7. Describe the standard normal curve and its general properties, and answer questions dealing with data assumed to be normal.</p> <p>8. Analyze and interpret univariate and bivariate data to identify patterns, note trends, draw conclusions, and make predictions.</p>	

**STANDARD 5: Data Analysis and Probability (Cont.)**

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
<p><b>By the end of the 11-12 program:</b></p> <p>B. Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.</p>	<p>M.5.B.TR.3 <i>Statistical Methods</i></p> <p>M.5.B.TR.5</p> <p>M.5.B.TR.6</p> <p>M.5.B.TR.8</p>	<p>3. Describe how a linear transformation of univariate data affects range, mean, mode, and median.</p> <p>5. Use technology to find the Least Squares Regression Line, the regression coefficient, and the correlation coefficient for bivariate data with a linear trend, and interpret each of these statistics in the context of the problem situation.</p> <p>6. Use technology to compute the standard deviation for a set of data, and interpret standard deviation in relation to the context or problem situation.</p> <p>8. Analyze and interpret univariate and bivariate data to identify patterns, note trends, draw conclusions, and make predictions.</p>	



## STANDARD 5: Data Analysis and Probability (Cont.)

Trigonometry  
(TR)

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
<b>By the end of the 11-12 program:</b>			
D. Connect statistical techniques to applications in workplace and consumer situations.	M.5.D.TR.1 <i>Data Collection</i>	1. Design a statistical experiment, survey or study for a problem; collect data for the problem; and interpret the data with appropriate graphical displays, descriptive statistics, concepts of variability, causation, correlation and standard deviation.	
	M.5.D.TR.2	2. Describe the role of randomization in a well -designed study, especially as compared to a convenience sample, and the generalization of results from each.	

**STANDARD 6: Mathematical Processes**

Students use mathematical processes and knowledge to solve problems. Students apply problem-solving and decision-making techniques, and communicate mathematical ideas.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
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<p><b>By the end of the 11-12 program:</b></p> <p>A. Construct algorithms for multi-step and non-routine problems.</p> <p>B. Construct logical verifications or counter-examples to test conjectures and to justify or refute algorithms and solutions to problems.</p> <p>C. Assess the adequacy and reliability of information available to solve a problem.</p> <p>D. Select and use various types of reasoning and methods of proof.</p> <p>E. Evaluate a mathematical argument and use reasoning and logic to judge its validity.</p> <p>F. Present complete and convincing arguments and justifications, using inductive and deductive reasoning, adapted to be effective for various audiences.</p>	<p>M.6.A.TR</p> <p>M.6.B.TR</p> <p>M.6.C.TR</p> <p>M.6.D.TR</p> <p>M.6.E.TR</p> <p>M.6.F.TR</p>	<p>Note: Mathematical processes are used within all of the content standards and should be incorporated within the instruction and assessment of the benchmarks and grade-level indicators.</p>	
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**STANDARD 6: Mathematical Processes (Cont.)**

Students use mathematical processes and knowledge to solve problems. Students apply problem-solving and decision-making techniques, and communicate mathematical ideas.

Ohio Benchmarks	Instructional Organization	Grade Level Indicators	Notes
<b>By the end of the 11-12 program:</b>			
G. Understand the difference between a statement that is verified by mathematical proof, such as a theorem, and one that is verified empirically using examples or data.	M.6.G.TR		
H. Use formal mathematical language and notation to represent ideas, to demonstrate relationships within and among representation systems, and to formulate generalizations.	M.6.H.TR		
I. Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.	M.6.I.TR		
J. Apply mathematical modeling to workplace and consumer situations, including problem formulation, identification of a mathematical model, interpretation of solution within the model, and validation to original problem situation.	M.6.J.TR		