HIGH SCHOOL
Mathematics
PRIORITY STANDARDS

Course(s) where this standard is applied	Performance Indicator Code	Performance Standards
High School Data Reasoning Updated Math Standards- Data Reasoning and Probability (HS.DR)		
	HS.DR.A.4	Use mathematical and statistical reasoning to formulate questions about data to evaluate conclusions and assess risks.
	HS.DR.C.8	Identify appropriate ways to summarize and then represent the distribution of univariate and bivariate data multiple ways with graphs and/or tables. Use technology to present data that supports interpretation of tabular and graphical representations.
	HS.DR.C.9	Use statistics appropriate to the shape of the data distribution to compare the center and spread of two or more different data sets.
	HS.DR.D.11	Use statistical evidence from analyses to answer statistical investigative questions, and communicate the findings in a variety of formats (verbal, written, visual) to support informed data-based decisions.
	HS.DR.E.14	Describe the possible outcomes for a situation as subsets of a sample space.
High School Geometry Updated Math Standards- Geometric Reasoning and Measurement (HS.GM)		
	HS.GM.A.4	Use definitions of transformations and symmetry relationships to justify the solutions of problems in authentic contexts.
	HS.GM.C.8	Solve authentic modeling problems using area formulas for triangles, parallelograms, trapezoids, regular polygons, and circles. regular polygons, and circles.
	HS.GM.C.9	Use volume and surface area formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems and apply to authentic contexts.
	HS.GM.D.12	Apply sine, cosine, and tangent ratios, and the Pythagorean Theorem, to solve problems in authentic contexts.
	HS.GM.D.14	Use the coordinate plane to determine parallel and perpendicular relationships, and the distance between points.
High School Algebra Updated Math Standards -Numeric Reasoning: Number and Quantity (HS.NQ)		
	HS.NQ.A.1	Use reasoning to establish properties of positive integer exponents. Extend the definition of exponentiation to include negative and rational exponents so as to be consistent with these properties. Utilize exponentiation to model authentic contexts.
	HS.NQ.B.3	Use reasoning to choose and interpret measurement units consistently in formulas, graphs, and data displays, as a way to understand problems and to guide the solution of multi-step problems.
Algebraic Reasoning: Expressions and Equations (HS.AEE)		
	HS.AEE.A.2	Create and recognize an equivalent form of an expression to understand the quantity represented in an authentic context.
	HS.AEE.A.3	Rearrange formulas and equations to highlight a specific quantity.
	HS.AEE.B.4	Define variables and create equations with two or more variables to represent relationships between quantities in order to solve problems in authentic contexts.
	HS.AEE.B.5	Define variables and create inequalities with one or more variables and use them to solve problems in authentic contexts.
	HS.AEE.B.6	Solve systems of linear equations and systems of linear inequalities in authentic contexts through reasoning, algebraic means, or strategically using technology.
	HS.AEE.D.9	Understand that the solution to an equation in two variables is a set of points in the coordinate plane that form a curve, which could be a line.
	HS.AEE.D.10	Recognize and explain why the point(s) of intersection of the graphs of f(x) and g(x) are solutions to the equation f(x)=g(x). Interpret the meaning of the coordinates of these points in authentic contexts.
Algebraic Reasoning: Functions (HS.AFN)		
	HS.AFN.A.1	Understand a function as a rule that assigns a unique output for every input and that functions model situations where one quantity determines another.
	HS.AFN.A.2	Use function notation and interpret statements that use function notation in terms of the context and the relationship it describes.
	HS.AFN.B.5	Relate the domain of a function to its graph and to its context.
	HS.AFN.C.6	Interpret key features of functions, from multiple representations, and conversely predict features of functions from knowledge of context. functions from knowledge of context.
	HS.AFN.D.10	Explain why a situation can be modeled with a linear function, an exponential function, or neither. In a given model, explain the meaning of coefficients and features of functions used, such as slope for a linear model.
		* Denotes a revision has been made to the original Common Core State Standard.