

*New Jersey
Curricular Standards
Mathematics - Grade 2
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290*

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
4.1:	Number and Numerical Operations All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways. By the end of Grade 2, students will:			
A	Number Sense			
1	<ul style="list-style-type: none"> • <i>Use real-life experiences, physical materials, and technology to construct meanings for numbers (unless otherwise noted, all indicators for grade 2 pertain to these sets of numbers as well).</i> <ul style="list-style-type: none"> - <i>Whole numbers through hundreds</i> - <i>Ordinals</i> - <i>Proper fractions (denominators of 2, 3, 4, 8, 10)</i> 	Appetizers 1 A, G, & H; 4 D & E; Main Dish Objectives 1 (Number Concepts) Lessons 1, 7, & 8; 4 (Measurement) Lessons 4 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> • <i>Demonstrate an understanding of whole number place value concepts.</i> 	Appetizers 1 D & E; Main Dish Objective 1 (Number Concepts) Lessons 4 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3	<ul style="list-style-type: none"> • <i>Understand that numbers have a variety of uses.</i> 	Appetizers 1; Main Dish Objective 1 (Number Concepts) All Lessons; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4	<ul style="list-style-type: none"> • <i>Count and perform simple computations with coins.</i> <ul style="list-style-type: none"> - <i>Amounts up to \$1.00 (using cents notation)</i> 	Appetizers 1 F; 6 C; 7 D; 10 C; Main Dish Objectives 1 (Number Concepts) Lesson 6; 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 4; 10 (Estimation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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5	<ul style="list-style-type: none"> • <i>Compare and order whole numbers.</i> 	Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
B	Numerical Operations			
1	<ul style="list-style-type: none"> • <i>Develop the meanings of addition and subtraction by concretely modeling and discussing a large variety of problems.</i> <ul style="list-style-type: none"> - <i>Joining, separating, and comparing</i> 	Appetizers 2 A, B, & C; 6 A; 7 A; 11 A; 12 A & B; Main Dish Objectives 2 (Mathematical Relations) Lessons 1, 2, & 3; 6 (Addition) Lesson 1; 7 (Subtraction) Lesson 1; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> • <i>Explore the meanings of multiplication and division by modeling and discussing problems.</i> 	Appetizers 8 A; 9 A; 11 C; Main Dish Objectives 8 (Multiplication) Lesson 1; 9 (Division) Lesson 1; 11 (Problem Solving) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3	<ul style="list-style-type: none"> • <i>Develop proficiency with basic addition and subtraction number facts using a variety of fact strategies (such as “counting on” and “near doubles”) and then commit them to memory.</i> 	Appetizers 2 A, B, & C; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4	<ul style="list-style-type: none"> • <i>Construct, use, and explain procedures for performing addition and subtraction calculations with:</i> <ul style="list-style-type: none"> - <i>Pencil-and-paper</i> - <i>Mental math</i> - <i>Calculator</i> 	Appetizers 11 A & B; 12 A & B; Main Dish Objectives 11 (Problem Solving) Lessons 1 & 2; 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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5	<ul style="list-style-type: none"> Use efficient and accurate pencil-and-paper procedures for computation with whole numbers. <ul style="list-style-type: none"> Addition of 2-digit numbers Subtraction of 2-digit numbers 	Appetizers 6 B; 7 B; Main Dish Objectives 6 (Addition) Lesson 2; 7 (Subtraction) Lesson 2; All Main Dish Objectives - Practices; Applications		
6	<ul style="list-style-type: none"> Select pencil-and-paper, mental math, or a calculator as the appropriate computational method in a given situation depending on the context and numbers. 	All Appetizers; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics		
7	<ul style="list-style-type: none"> Check the reasonableness of results of computations. 	Appetizers 13 A & B; Main Dish Objective 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
8	<ul style="list-style-type: none"> Understand and use the inverse relationship between addition and subtraction. 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
C	Estimation			
1	<ul style="list-style-type: none"> Judge without counting whether a set of objects has less than, more than, or the same number of objects as a reference set. 	Appetizers 10 A, B, & C; Main Dish Objective 10 (Estimation) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> Determine the reasonableness of an answer by estimating the result of computations (e.g., $15 + 16$ is not 211). 	Appetizers 13 B; Main Dish Objective 13 (Reasonableness) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3	<ul style="list-style-type: none"> Explore a variety of strategies for estimating both quantities (e.g., the number of marbles in a jar) and results of computation. 	Appetizers 10 A, B, & C; Main Dish Objective 10 (Estimation) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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4.2:	<p>Geometry and Measurement</p> <p>All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena. By the end of Grade 2, students will:</p>			
A	Geometric Properties			
1	<ul style="list-style-type: none"> Identify and describe spatial relationships among objects in space and their relative shapes and sizes. <ul style="list-style-type: none"> Inside/outside, left/right, above/below, between Smaller/larger/same size, wider/narrower, longer/shorter Congruence (i.e., same size and shape) 	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> Use concrete objects, drawings, and computer graphics to identify, classify, and describe standard three-dimensional and two-dimensional shapes. <ul style="list-style-type: none"> Vertex, edge, face, side 3D figures - cube, rectangular prism, sphere, cone, cylinder, and pyramid 2D figures - square, rectangle, circle, triangle Relationships between three- and two-dimensional shapes (i.e., the face of a 3D shape is a 2D shape) 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3	<ul style="list-style-type: none"> Describe, identify and create instances of line symmetry. 	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4	<ul style="list-style-type: none"> Recognize, describe, extend and create designs and patterns with geometric objects of different shapes and colors. 	Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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B	Transforming Shapes			
1	<ul style="list-style-type: none"> Use simple shapes to make designs, patterns, and pictures. 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> Combine and subdivide simple shapes to make other shapes. 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
C	Coordinate Geometry			
1	<ul style="list-style-type: none"> Give and follow directions for getting from one point to another on a map or grid. 	Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
D	Units of Measurement			
1	<ul style="list-style-type: none"> Directly compare and order objects according to measurable attributes. <ul style="list-style-type: none"> Attributes - length, weight, capacity, time, temperature 	Appetizers 4 A, B, C, D, & E; Main Dish Objective 4 (Measurement) Lessons 1, 2, 3, 4, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> Recognize the need for a uniform unit of measure. 	Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3	<ul style="list-style-type: none"> Select and use appropriate standard and non-standard units of measure and standard measurement tools to solve real-life problems. <ul style="list-style-type: none"> Length - inch, foot, yard, centimeter, meter Weight - pound, gram, kilogram Capacity - pint, quart, liter Time - second, minute, hour, day, week, month, year Temperature - degrees Celsius, degrees Fahrenheit 	Appetizers 4 A, B, C, D, & E; Main Dish Objective 4 (Measurement) Lessons 1, 2, 3, 4, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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4	• <i>Estimate measures.</i>	Appetizers 10 A; Main Dish Objective 10 (Estimation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
E	Measuring Geometric Objects			
1	• <i>Directly measure the perimeter of simple two-dimensional shapes.</i>			
2	• <i>Directly measure the area of simple two-dimensional shapes by covering them with squares.</i>			
4.3:	Patterns and Algebra All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes. By the end of Grade 2, students will:			
A	Patterns			
1	<ul style="list-style-type: none"> • <i>Recognize, describe, extend, and create patterns.</i> <ul style="list-style-type: none"> - <i>Using concrete materials (manipulatives), pictures, rhythms, and whole numbers</i> - <i>Descriptions using words and symbols (e.g., "add two" or "+ 2")</i> - <i>Repeating patterns</i> - <i>Whole number patterns that grow or shrink as a result of repeatedly adding or subtracting a fixed number (e.g., skip counting forward or backward)</i> 	Appetizers 1 B & C; 2 A, B, C, E, F, & G; 8 A; 9 A; 12 B; Main Dish Objectives 1 (Number Concepts) Lessons 2 & 3; 2 (Mathematical Relations) Lessons 1, 2, 3, 5, 6, & 7; 8 (Multiplication) Lesson 1; 9 (Division) Lesson 1; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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B	Functions and Relationships			
1	<ul style="list-style-type: none"> Use concrete and pictorial models of function machines to explore the basic concept of a function. 	Appetizers 2 A, B, C, & D; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, 3, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
C	Modeling			
1	<ul style="list-style-type: none"> Recognize and describe changes over time (e.g., temperature, height). 	Appetizers 13 A; Main Dish Objective 13 (Reasonableness) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> Construct and solve simple open sentences involving addition or subtraction. <ul style="list-style-type: none"> Result unknown (e.g., $6 - 2 = \underline{\quad}$ or $n = 3 + 5$) Part unknown (e.g., $3 + \square = 8$) 	Appetizers 2 A, B, & C; 11 A; 12 A & B; Main Dish Objectives 2 (Mathematical Relations) Lessons 1, 2, & 3; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
D	Procedures			
1	<ul style="list-style-type: none"> Understand and apply (but don't name) the following properties of addition: <ul style="list-style-type: none"> Commutative (e.g., $5 + 3 = 3 + 5$) Zero as the identity element (e.g., $7 + 0 = 7$) Associative (e.g., $7 + 3 + 2$ can be found by first adding either $7 + 3$ or $3 + 2$) 	Appetizers 2 A, B, C, & D; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, 3, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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4.4:	<p>Data Analysis, Probability, and Discrete Mathematics</p> <p>All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data. By the end of Grade 2, students will:</p>			
A	Data Analysis			
1	<ul style="list-style-type: none"> • <i>Collect, generate, record, and organize data in response to questions, claims, or curiosity.</i> <ul style="list-style-type: none"> - <i>Data collected from students' everyday experiences</i> - <i>Data generated from chance devices, such as spinners and dice</i> 	Appetizers 5 A, B, & C; Main Dish Objective 5 (Probability/Statistics) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> • <i>Read, interpret, construct, and analyze displays of data.</i> <ul style="list-style-type: none"> - <i>Pictures, tally chart, pictograph, bar graph, Venn diagram</i> - <i>Smallest to largest, most frequent (mode)</i> 	Appetizers 5 A, B, & C; Main Dish Objective 5 (Probability/Statistics) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
B	Probability			
1	<ul style="list-style-type: none"> • <i>Use chance devices like spinners and dice to explore concepts of probability.</i> <ul style="list-style-type: none"> - <i>Certain, impossible</i> - <i>More likely, less likely, equally likely</i> 	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> • <i>Provide probability of specific outcomes.</i> <ul style="list-style-type: none"> - <i>Probability of getting specific outcome when coin is tossed, when die is rolled, when spinner is spun (e.g., if spinner has five equal sectors, then probability of getting a particular sector is one out of five)</i> - <i>When picking a marble from a bag with three red marbles and four blue marbles, the probability of getting a red marble is three out of seven</i> 	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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C	Discrete Mathematics - Systematic Listing and Counting			
1	<ul style="list-style-type: none"> Sort and classify objects according to attributes. <ul style="list-style-type: none"> Venn diagrams 	Appetizers 2 F & G; Main Dish Objective 2 (Mathematical Relations) Lessons 6 & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> Generate all possibilities in simple counting situations (e.g., all outfits involving two shirts and three pants). 			
D	Discrete Mathematics - Vertex-Edge Graphs and Algorithms			
1	<ul style="list-style-type: none"> Follow simple sets of directions (e.g., from one location to another, or from a recipe). 	Appetizers 2 E; 10 A; Main Dish Objectives 2 (Mathematical Relations) Lesson 5; 10 (Estimation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> Color simple maps with a small number of colors. 			
3	<ul style="list-style-type: none"> Play simple two-person games (e.g., tic-tac-toe) and informally explore the idea of what the outcome should be. 	Selected Activities throughout Main Dish Objectives 1-13		
4	<ul style="list-style-type: none"> Explore concrete models of vertex-edge graphs (e.g., vertices as "islands" and edges as "bridges"). <ul style="list-style-type: none"> Paths from one vertex to another. 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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4.5:	<p>Mathematical Processes All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas. By the end of Grade 2, students will:</p>			
A	Problem Solving			
1	<ul style="list-style-type: none"> • <i>Learn mathematics through problem solving, inquiry, and discovery.</i> 	Appetizers 10 A, B, & C; 11 A, B, & C; 12 A, B, & C; 13 A & B; Main Dish Objectives 10 (Estimation) Lessons 1, 2, & 3; 11 (Problem Solving) Lessons 1, 2, & 3; 12 (Mathematical Representation) Lessons 1, 2, & 3; 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> • <i>Solve problems that arise in mathematics and in other contexts (cf. workplace readiness standard 8.3).</i> <ul style="list-style-type: none"> - <i>Open-ended problems</i> - <i>Non-routine problems</i> - <i>Problems with multiple solutions</i> - <i>Problems that can be solved in several ways</i> 	Appetizers 11; 12; 13; Main Dish Objectives 11 (Problem Solving) All Lessons; 12 (Mathematical Representation) All Lessons; 13 (Reasonableness) All Lessons; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3	<ul style="list-style-type: none"> • <i>Select and apply a variety of appropriate problem-solving strategies (e.g., “try a simpler problem” or “make a diagram”) to solve problems.</i> 	Interactive discussion of Appetizers		
4	<ul style="list-style-type: none"> • <i>Pose problems of various types and levels of difficulty.</i> 	Appetizers 11; 12; Main Dish Objectives 11 (Problem Solving) All Lessons; 12 (Mathematical Representation) All Lessons; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5	<ul style="list-style-type: none"> • <i>Monitor their progress and reflect on the process of their problem solving activity.</i> 	Interactive discussion of Appetizers; All Main Dish Objectives - Applications & Practices		

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B	Communication			
1	<ul style="list-style-type: none"> • <i>Use communication to organize and clarify their mathematical thinking.</i> <ul style="list-style-type: none"> - <i>Reading and writing</i> - <i>Discussion, listening, and questioning</i> 	All Appetizers; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> • <i>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing.</i> 	All Appetizers; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3	<ul style="list-style-type: none"> • <i>Analyze and evaluate the mathematical thinking and strategies of others.</i> 	All Appetizers; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4	<ul style="list-style-type: none"> • <i>Use the language of mathematics to express mathematical ideas precisely.</i> 	All Appetizers; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics		
C	Connections			
1	<ul style="list-style-type: none"> • <i>Recognize recurring themes across mathematical domains (e.g., patterns in number, algebra, and geometry).</i> 			
2	<ul style="list-style-type: none"> • <i>Use connections among mathematical ideas to explain concepts (e.g., two linear equations have a unique solution because the lines they represent intersect at a single point).</i> 			
3	<ul style="list-style-type: none"> • <i>Recognize that mathematics is used in a variety of contexts outside of mathematics.</i> 			
4	<ul style="list-style-type: none"> • <i>Apply mathematics in practical situations and in other disciplines.</i> 			

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5	<ul style="list-style-type: none"> Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards). 			
6	<ul style="list-style-type: none"> Understand how mathematical ideas interconnect and build on one another to produce a coherent whole. 			
D	Reasoning			
1	<ul style="list-style-type: none"> Recognize that mathematical facts, procedures, and claims must be justified. 	Appetizers 13; Main Dish Objective 13 (Reasonableness); Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> Use reasoning to support their mathematical conclusions and problem situations. 	Appetizers 13; Main Dish Objective 13 (Reasonableness); Applications; Final Tests; Reasonableness Problems; Journal Topics		
3	<ul style="list-style-type: none"> Select and use various types of reasoning and methods of proof. 	Appetizers 13; Main Dish Objective 13 (Reasonableness); Applications; Final Tests; Reasonableness Problems; Journal Topics		
4	<ul style="list-style-type: none"> Rely on reasoning, rather than answer keys, teachers, or peers, to check the correctness of their problem solutions. 	Appetizers 13; Main Dish Objective 13 (Reasonableness); Applications; Final Tests; Reasonableness Problems; Journal Topics		
5	<ul style="list-style-type: none"> Make and investigate mathematical conjectures. <ul style="list-style-type: none"> Counterexamples as a means of disproving conjectures. Verifying conjectures using informal reasoning or proofs 	Appetizers 13; Main Dish Objective 13 (Reasonableness); Applications; Final Tests; Reasonableness Problems; Journal Topics		
6	<ul style="list-style-type: none"> Evaluate examples of mathematical reasoning and determine whether they are valid. 	Appetizers 13; Main Dish Objective 13 (Reasonableness); Applications; Final Tests; Reasonableness Problems; Journal Topics		

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E	Representations			
1	<ul style="list-style-type: none"> • <i>Create and use representations to organize, record, and communicate mathematical ideas.</i> <ul style="list-style-type: none"> - <i>Concrete representations (e.g., base-ten blocks or algebra tiles)</i> - <i>Pictorial representations (e.g., diagrams, charts, or tables)</i> - <i>Symbolic representations (e.g., a formula)</i> - <i>Graphical representations (e.g., a line graph)</i> 	All Appetizers; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> • <i>Select, apply, and translate among mathematical representations to solve problems.</i> 	All Appetizers; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3	<ul style="list-style-type: none"> • <i>Use representations to model and interpret physical, social, and mathematical phenomena.</i> 	All Appetizers; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics		
F	Technology			
1	<ul style="list-style-type: none"> • <i>Use technology to gather, analyze, and communicate mathematical information.</i> 			
2	<ul style="list-style-type: none"> • <i>Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information (cf. workplace readiness standard 8.4-D).</i> 			
3	<ul style="list-style-type: none"> • <i>Use graphing calculators and computer software to investigate properties of functions and their graphs.</i> 			
4	<ul style="list-style-type: none"> • <i>Use calculators as problem-solving tools (e.g., to explore patterns, to validate solutions).</i> 			
5	<ul style="list-style-type: none"> • <i>Use computer software to make and verify conjectures about geometric objects.</i> 			
6	<ul style="list-style-type: none"> • <i>Use computer-based laboratory technology for mathematical applications in the sciences (cf. science standards).</i> 			