South Carolina
Curricular Standards
Mathematics - Grade 3
Correlations with Gourmet Curriculum Press, Inc.©

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Benchmark Number	*Benchmark* • *Instructional Targets*	*Gourmet Resource*	*Taught*	*Tested*
	Number and Operations			
	I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.			
A.	**Understand the place-value structure of the base-ten numbers system and be able to represent and compare whole numbers and decimals.**			
***1**	• *Explain the place value structure of whole numbers through hundred thousands.*	**Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
2	• *Read and write whole numbers.*	**Appetizers 1 E; Main Dish Objective 1 (Number Concepts) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
3	• *Compare whole numbers using symbols (>, <, =) and words (is greater than, is less than, and equals).*	**Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
4	• *Identify the place value of decimals through hundredths using concrete and pictorial models.*	**Appetizers 1 G; Main Dish Objective 1 (Number Concepts) Lesson 7; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
5	• *Read and write decimals through hundredths based on concrete and pictorial models.*	**Appetizers 1 G; Main Dish Objective 1 (Number Concepts) Lesson 7; Applications; Final Tests; Reasonableness Problems; Journal Topics**		

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6	• *Compare decimals (through hundredths) using symbols (>, <, and =) and words (is greater than, is less than and equals) with concrete and pictorial models).*			
7	• *Read and write amounts of money using the dollar sign ($) and decimal notation (.).*	**Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
B.	**Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.**			
***1**	• *Recognize equivalent representations for the same whole number by decomposing and composing whole numbers up through three digits.*	**Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
2	• *Write three-digit whole numbers in standard form, in expanded form, and in words.*	**Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
C.	**Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers.**			
***1**	• *Describe fractional parts of a unit or a group of objects (1/100, 1/10, 1/8, 1/6, 1/5, 1/4, 1/3, and 1/2).*	**Appetizers 1 D; Main Dish Objective 1 (Number Concepts) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
D.	**Use models, benchmarks, and equivalent forms to judge the size of fractions.**			

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E.	**Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.**			
***1**	• *Represent equivalent forms of commonly used fractions using concrete and pictorial models.*	**Appetizers 1 D; Main Dish Objective 1 (Number Concepts) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
F.	**Explore numbers less than 0 by extending the number line and through familiar applications.**			
G.	**Describe classes of numbers according to characteristics such as the nature of their factors.**			
1	• *Describe and identify the characteristics of even and odd numbers by examining their divisibility by 2.*	**Appetizers 1 C; Main Dish Objective 1 (Number Concepts) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
	II. Understand meanings of operations and how they relate to one another.			
A.	**Understand various meanings of multiplication and division.**			
***1**	• *Describe the meaning of multiplication using concrete and pictorial models.*	**Appetizers 8 A; Main Dish Objective 8 (Multiplication) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
***2**	• *Describe the meaning of division using concrete and pictorial models.*	**Appetizers 9 A; Main Dish Objective 9 (Division) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
B.	**Understand the effects of multiplying and dividing whole numbers.**			

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C.	**Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems.**			
***1**	• *Use the inverse relationships between addition and subtraction to solve problems.*	**Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
D.	**Understand and use properties of operations, such as the distributivity of multiplication over addition.**			
1	• *Recognize commutativity in the addition facts.*	**Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
2	• *Use the associative property to add efficiently.*	**Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
	III. Compute fluently and make reasonable estimates.			
A.	**Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30 x 50.**			
1	• *Recall multiplication and division facts through 9.*	**Appetizers 8 A & B; 9 A; Main Dish Objectives 8 (Multiplication) Lessons 1 & 2; 9 (Division) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
***2**	• *Use basic number combinations to compute related problems in multiplication and division using multiples of 10 (e.g., using 3 x 5 to compute 30 x 5).*			

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B.	**Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.**			
1	• *Compare and contrast different addition and subtraction algorithms to select the most efficient one for solving a given problem.*	**Appetizers 2 A; 11 A; 12 A; Main Dish Objectives 2 (Mathematical Relations) Lesson 1; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
2	• *Construct and analyze concrete models (rectangular arrays) for multiplication of one- and two-digit numbers.*	**Appetizers 8 A & B; Main Dish Objective 8 (Multiplication) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
***3**	• *Demonstrate fluency in the use of both addition and subtraction algorithms and explain the steps involved.*	**Appetizers 11 A, B, C, & D; 12 A; Main Dish Objectives 11 (Problem Solving) Lessons 1, 2, 3, & 4; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
C.	**Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results.**			
1	• *Round whole numbers to the nearest 10, 100, and 1,000.*	**Appetizers 10 B; Main Dish Objective 10 (Estimation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
2	• *Estimate whole number sums and differences, describe the method used, and determine the reasonableness of the results.*	**Appetizers 10 B & D; Main Dish Objective 10 (Estimation) Lessons 2 & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics**		

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D.	**Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experiences.**			
E.	**Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals.**			
F.	**Select appropriate methods and tools for computing with whole numbers from among mental computations, estimations, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.**			
***1**	• *Select appropriate methods and tools and use the selected method or tool to solve addition and subtraction problems.*	**Appetizers; Main Dish Objectives - Cooperative Learning Activities - "I Have, Who Has?" Applications; Final Tests; Reasonableness Problems; Journal Topics**		
	Algebra			
	I. Understand patterns, relations, and functions.			
A.	**Describe, extend, and make generalizations about geometric and numeric patterns.**			
1	• *Describe, create, and extend numeric patterns with and without models and calculators.*	**Appetizers 2 C & E; Main Dish Objective 2 (Mathematical Relations) Lessons 3 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
B.	**Represent and analyze patterns and functions, using words, tables, and graphs.**			
1	• *Determine the pattern to identify missing numbers in a sequence and in a table of number pairs.*	**Appetizers 1 C; 2 C; Main Dish Objectives 1 (Number Concepts) Lesson 3; 2 (Mathematical Relations) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
***2**	• *Use pattern identification to solve problems.*	**Appetizers 1 C; 2 C; Main Dish Objectives 1 (Number Concepts) Lesson 3; 2 (Mathematical Relations) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics**		

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	II. Represent and analyze mathematical situations and structures using algebraic symbols.			
A.	**Identify such properties as commutativity, associativity, and distributivity and use them to compute with whole numbers.** ***For all three grade levels, refer to these concepts in the "Number and Operations" strand.***			
B.	**Represent the idea of a variable as an unknown quantity using a letter or a symbol.**			
1	• *Use concrete or pictorial models and symbols to represent missing addends or factors.*	**Appetizers 2 A & B; Main Dish Objective 2 (Mathematical Relations) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
C.	**Express mathematical relationships using equations.**			
***1**	• *Use concrete or pictorial models and symbols to identify missing addends or factors in equations that express relationships between two quantities.*	**Appetizers 2 A & B; Main Dish Objective 2 (Mathematical Relations) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
	III. Use mathematical models to represent and understand quantative relationships.			
A.	**Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.**			
***1**	• *Use patterns and relationships in a variety of real-world contexts.*	**Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
	IV. Analyze change in various contexts.			
A.	**Investigate how a change in one variable relates to a change in a second variable.**			
B.	**Identify and describe situations with constant or varying rates of change and compare them.**			
1	• *Identify real situations and events that show change.*	**Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		

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	Geometry			
	I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.			
A.	**Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.**			
***1**	• *Using appropriate vocabulary, identify and describe attributes of polygons including triangles, quadrilaterals (rectangles, squares, other parallelograms, trapezoids), pentagons, hexagons, and octagons.*	**Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
***2**	• *Using appropriate vocabulary, describe properties of circles (center, radius, and diameter).*			
***3**	• *Using appropriate vocabulary, identify and describe attributes of three-dimensional shapes including prisms, pyramids, spheres, cones, and cylinders.*	**Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
B.	**Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.**			
1	• *Classify three-dimensional shapes according to their attributes.*	**Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
C.	**Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes.**			
1	• *Combine two-dimensional shapes to form new shapes and draw conclusions about area and fractional relationships.*	**Appetizers 3 A & B; Main Dish Objective 3 (Geometry) Lessons 1 & 2 - Center Activities; Applications; Final Tests; Reasonableness Problems; Journal Topics**		

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D.	**Explore congruence and similarity.**			
***1**	• *Compare two-dimensional shapes to determine if they exactly match (congruency).*	**Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
E.	**Make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions.**			
1	• *Using models, make and test conjectures about geometric properties and relationships and explain the conclusions.*	**Appetizers 3 A, B, C, & D; Main Dish Objective 3 (Geometry) Lessons 1, 2, 3, & 4 - Center Activities; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
	II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.			
A.	**Describe location and movement using common language and geometric vocabulary.**			
1	• *Give instructions (direction, distance, turns) for moving from one location to another.*	**Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
B.	**Make and use coordinate systems to specify locations and to describe paths.**			
1	• *Specify locations on maps and grids using direction and distance.*			
***2**	• *Locate points corresponding to given whole numbers on a number line.*	**Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
C.	**Find the distance between points along horizontal and vertical lines of a coordinate system.**			

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	III. Apply transformations and use symmetry to analyze mathematical situations.			
A.	**Predict and describe the results of sliding, flipping, and turning two-dimensional shapes.**			
B.	**Describe a motion or series of motions that will show that two shapes are congruent.**			
1	• *Use slides, flips, and turns informally with models to determine whether or not two shapes are congruent.*	**Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
C.	**Identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs.**			
***1**	• *Identify and describe the line of symmetry of two-dimensional shapes.*	**Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
	IV. Use visualization, spatial reasoning, and geometric modeling to solve problems.			
A.	**Build and draw geometric objects.**			
***1**	• *Create representations of points, lines (intersecting, perpendicular, and parallel), line segments (including intersecting and parallel), rays, and angles in a plane.*			
***2**	• *Build and draw two-dimensional geometric objects.*	**Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, 3, & 4 - Center Activities; Applications; Final Tests; Reasonableness Problems; Journal Topics**		

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B.	**Create and describe mental images of objects, patterns, and paths.**			
1	• *Identify two-dimensional shapes given a verbal description.*	**Main Dish Objective 3 (Geometry) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
2	• *Describe the path that results from following specific directions in moving from one location to another.*			
C.	**Identify and build a three-dimensional object from two-dimensional representations of that object.**			
1	• *Identify and build a cube from its two-dimensional representation (net).*	**Main Dish Objective 3 (Geometry) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
D.	**Identify and build a two-dimensional representation of a three-dimensional object.**			
1	• *Identify and build a two-dimensional representation (net) of a cube.*	**Main Dish Objective 3 (Geometry) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
E.	**Use geometric models to solve problems in other areas of mathematics, such as number and measurement.** ***For all three grade levels, refer to these concepts in the "Number and Operations" and the "Measurement" strands.***			
F.	**Recognize geometric ideas and relationships and apply them to other disciplines and to problems that arise in the classroom or in everyday life.**			

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	Measurement			
	I. Understand measurable attributes of objects and the units, systems, and processes of measurement.			
A.	**Understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute.**			
1	• *Use a variety of objects to measure length (e.g., width, height, perimeter), volume, weight/mass, and area (e.g., cubes, grid, paper, string, squares).*	**Appetizers 4 B, D, & E; Main Dish Objective 4 (Measurement) Lessons 2, 4, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
***2**	• *Compare the size of a given angle with a right angle (greater than, less than, or equal to) and classify as obtuse, acute, or right.*			
***3**	• *Develop strategies and determine perimeters of polygons.*	**Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
4	• *Select appropriate units of measurement -- length, weight/mass, and time -- and explain the basis for the selection.*	**Appetizers 4 A, B, & D; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
B.	**Understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems.**			
1	• *Explain the need for measuring with standard units.*	**Appetizers 4 B; Main Dish Objective 4 (Measurement) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
***2**	• *Use metric and U.S. customary units to measure length (inches, feet, yards, centimeters, and meters), liquid volume (cups, pints, quarts, gallons, and liters), temperature (degrees Fahrenheit, degrees Celsius), and weight/mass (ounces, pounds, grams, and kilograms).*	**Appetizers 4 B, C, & D; Main Dish Objective 4 (Measurement) Lessons 2, 3, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics**		

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C.	**Carry out simple unit conversions, such as from centimeters to meters, within a system of measurement.**			
D.	**Understand that measurements are approximations and understand how differences in units affect precision.**			
E.	**Explore what happens to measurements of a two-dimensional shape such as its perimeter and area when the shape is changed in some way.**			
	II. Apply appropriate techniques, tools, and formulas to determine measurements.			
A.	**Develop strategies for estimating the perimeters, areas, and volume of irregular shapes.**			
B.	**Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.**			
1	• *Determine an appropriate measurement unit to measure time, length, weight, and volume (e.g., student chooses centimeters instead of meters to measure a pencil).*	**Appetizers 4 A, B, & D; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
***2**	• *Select and use an appropriate tool to measure time (minutes or larger), length (centimeters, meters, inches, feet, yards), mass/weight (grams, kilograms, ounces, pounds), and liquid volume (cups and fractional parts, liters and fractional parts).*	**Appetizers 4 A, B, & D; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
3	• *Read temperature to the nearest degree from a Celsius thermometer and from a Fahrenheit thermometer.*	**Appetizers 4 C; Main Dish Objective 4 (Measurement) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
4	• *Estimate the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at 0ºC and 32ºF, water boils at 100ºC and 212ºF, and normal body temperature is about 37ºC and 98.6ºF).*	**Appetizers 4 C; Main Dish Objective 4 (Measurement) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics**		

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C.	**Select and use benchmarks to estimate measurements.**			
1	• *Develop a sense for measurement by using appropriate benchmarks (e.g., the distance from the elbow to the index finger is about a foot, a paper clip is about a gram).*	**Appetizers 4 B; Main Dish Objective 4 (Measurement) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
D.	**Develop, understand, and use formulas to find the area of rectangles and related triangles and parallelograms.**			
1	• *Use concrete and graphic models to find areas of common two-dimensional shapes.*	**Appetizers 4 F; Main Dish Objective 4 (Measurement) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
E.	**Develop strategies to determine the surface areas and volumes of rectangular solids.**			
	Data Analysis and Probability			
	I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.			
A.	**Design investigations to address a question and consider how data-collection methods affect the nature of the data set.**			
1	• *Write questions about objects and events that can be investigated by collecting data.*	**Appetizers 5 A; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lesson 1; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
B.	**Collect data using observations, surveys, and experiments.**			
1	• *Collect data using observations.*	**Appetizers 5 A; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lesson 1; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics**		

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C.	**Represent data using tables and graphs such as line plots, bar graphs, and line graphs.**			
***1**	• *Construct line (dot) plots for data sets.*			
***2**	• *Read and interpret information from tables, pictographs, bar graphs, and line (dot) plots.*	**Appetizers 5 A; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lesson 1; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
D.	**Recognize the differences in representing categorical and numerical data.**			
1	• *Define and give examples of categorical data.*			
	II. Select and use appropriate statistical methods to analyze data.			
A.	**Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed.**			
1	• *Describe the shape of line (dot) plot or bar graph of a numerical data set (i.e., where the data are concentrated, values for which there are no data, the range, and data points with unusual values).*	**Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
B.	**Use measures of center, focusing on the median, and understand what each does and does not indicate about the data set.**			
***1**	• *Find the median and mode of a data set and explain what each indicates about the data set.*			
C.	**Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.**			
1	• *Compare the tabular, line (dot) plot, and bar graph representations of a given data set and explain the benefits of each.*	**Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		

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	III. Develop and evaluate inferences and predictions that are based on data.			
A.	**Propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions.**			
1	• *Use line (dot) plots and bar graphs to make conjectures about populations based on data sets.*	**Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
	IV. Understand and apply basic concepts of probability.			
A.	**Describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely, and impossible.**			
***1**	• *Identify common events as likely, unlikely, certain, or impossible.*	**Appetizers 5 B; Main Dish Objective 5 (Probability/Statistics) Lesson 2 - Extension Activity; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
B.	**Predict the probability of outcomes of simple experiments and test the predictions.**			
***1**	• *Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.*	**Appetizers 5 B; Main Dish Objective 5 (Probability/Statistics) Lesson 2 - Extension Activity; Applications; Final Tests; Reasonableness Problems; Journal Topics**		
C.	**Understand that the measure of the likelihood of an event can be represented by a number from 0 to 1.**			