Imagine Math

BUILT for YOU

2017-2018

SAT Pathway

Imagine Learning®

SAT Pathway

Think Through Math's SAT Pathway is built to synthesize the major understandings from Algebra I, Algebra II, and Geometry in order to prepare students for college readiness and success on the SAT.

This pathway highlights major families of functions and provides opportunities to explore functions using multiple representations. Linear, exponential and quadratic functions are interwoven so that students not only learn about each relationship individually, but also have an opportunity to compare them against one another and continually revisit each relationship in more complex ways. The pathway also takes students on a deep dive into geometric relationships both on and off the coordinate plane.

The SAT focuses on these four areas of mathematics; Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Math.

Detailed information about each of these areas can be found on the college board website:

https://collegereadiness.collegeboard.org/sat/inside-the-test/math

SAT
Learning Pathway

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Ratios and Proportional Relationships	Using Proportions to Solve Problems	PSDA.R.1	Apply proportional relationships, ratios, rates, and units in a wide variety of contexts. Examples include but are not limited to scale drawings and problems in the natural and social sciences.
		PSDA.R.3	Understand and use the fact that when two quantities are in a proportional relationship, if one changes by a scale factor, then the other also changes by the same scale factor.
	Percent and Percent Change	PSDA.P.1	Use percentages to solve problems in a variety of contexts. Examples include, but are not limited to, discounts, interest, taxes, tips, and percent increases and decreases for many different quantities.
Expressions and Equations	Analyzing Solution Sets to Linear Equations with the Variable on Both Sides	HA.LE1.4b	For a linear equation in one variable, determine the conditions under which the equation has no solution, a unique solution, or infinitely many solutions.
Quantities	Using Units to Solve Problems	PSDA.R.2a	Solve problems involving derived units, including those that arise from products (e.g., kilowatt-hours) and quotients (e.g., population per square kilometer).
		PSDA.R.2b	Solve problems involving unit conversion, including currency exchange and conversion between different measurement systems.
Seeing Structure in Expressions	Interpreting the Structure of Linear and Exponential Expressions	HA.LF.3a	For a linear function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage.
		PAM.NES.2	"Given a nonlinear equation in one variable that represents a context, interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage."

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Creating Equations	Writing and Solving Linear Equations in One Variables	HA.LE1.1	Create and use linear equations in one variable to solve problems in a variety of contexts.
		HA.LE1.2	Create a linear equation in one variable, and when in context interpret solutions in terms of the context.
		HA.LE1.5	Fluently solve a linear equation in one variable.
		HA.LE2.3b	For a linear equation in two variables that represents a context, given a value of one quantity in the relationship, find a value of the other, if it exists.
	Writing and Graphing Linear Equations in Two or More Variables	HA.LE2.1	Create and use a linear equation in two variables to solve problems in a variety of contexts.
		HA.LE2.2	Create a linear equation in two variables to model a constraint or condition on two quantities.
		HA.LE2.4a	Make connections between tabular, algebraic, and graphical representations of a linear equation in two variables by deriving one representation from the other.
		HA.LF.4a	Make connections between verbal, tabular, algebraic, and graphical representations of a linear function by deriving one representation from the other.
	Equations of Parallel and Perpendicular Lines	HA.LE2.5	Write an equation for a line given two points on the line, one point and the slope of the line, or one point and a parallel or perpendicular line.
	Writing Linear Inequalities in One Variable	HA.LI.1	Create and use linear inequalities in one or two variables to solve problems in a variety of contexts.
		HA.LI.2	Create linear inequalities in one or two variables, and when in context interpret the solutions in terms of the context.
		HA.LI.3	For linear inequalities in one or two variables, interpret a constant, variable, factor, or term, including situations where seeing structure provides an advantage.
	Modeling Exponential Relationships with Equations, Inequalities, and Graphs	PAM.NF.1	Create and use quadratic or exponential functions to solve problems in a variety of contexts.
		PAM.NF.2a	For a quadratic or exponential function, identify or create an appropriate function to model a relationship between quantities.
		PAM.NF.2d.ii	"For a quadratic or exponential function, determine the most suitable form of the expression representing the output of the function to display key features of the context, including selecting the form of an exponential that displays the initial value, the end-behavior (for exponential decay), or the doubling or halving time."
Reasoning with Equations and Inequalities	Solving Linear Equations in One Variable as a Reasoning Process	HA.LE1.3	Solve a linear equation in one variable, making strategic use of algebraic structure.
		HA.LE1.5	Fluently solve a linear equation in one variable.
Creating Equations	Solving Literal Equations	PAM.NES.3	"Given an equation or formula in two or more variables that represents a context, view it as an equation in a single variable of interest where the other variables are parameters and solve for the variable of interest."

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Reasoning with Equations and Inequalities	Solving Systems of Linear Equations	HA.SLE.1	Create and use a system of two linear equations in two variables to solve problems in a variety of contexts.
		HA.SLE.3	Make connections between tabular, algebraic, and graphical representations of the system by deriving one representation from the other.
		HA.SLE.4	Solve a system of two linear equations in two variables, making strategic use of algebraic structure.
		HA.SLE.6	Fluently solve a system of linear equations in two variables.
	Graphing Linear Inequalities in Real-World Situations	HA.LI.1	Create and use linear inequalities in one or two variables to solve problems in a variety of contexts.
		HA.LI.2	Create linear inequalities in one or two variables, and when in context interpret the solutions in terms of the context.
		HA.LI.4	Make connections between tabular, algebraic, and graphical representations of linear inequalities in one or two variables by deriving one from the other.
		HA.LI.5	Given a linear inequality or system of linear inequalities, interpret a point in the solution set.
Interpreting Functions	Function Notation I	HA.LF.3b	For a linear function that represents a context, given an input value, find and/or interpret the output value using the given representation.
	Function Notation II	HA.LF.3a	For a linear function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage.
		HA.LF.3c	For a linear function that represents a context, given an output value, find and/or interpret the input value using the given representation, if it exists.
	Interpreting Graphs of Linear and Exponential Functions in Context	PAM.NF.2c	"For a quadratic or exponential function, for a function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage."
		PSDA.2VD.5	Select a graph that represents a context, identify a value on a graph, or interpret information on the graph.
	Sketching Graphs of Linear Functions from Symbolic Representations	HA.LE2.4b	Make connections between tabular, algebraic, and graphical representations of a linear equation in two variables by identifying features of one representation given the other representation.
		HA.LF.4b	Make connections between verbal, tabular, algebraic, and graphical representations of a linear function by identifying features of one representation given another representation.
Building Functions	Transformations of Graphs of Linear and Exponential Functions	HA.LE2.4c	Make connections between tabular, algebraic, and graphical representations of a linear equation in two variables by determining how a graph is affected by a change to its equation.
		HA.LF.4c	Make connections between verbal, tabular, algebraic, and graphical representations of a linear function by determining how a graph is affected by a change to its equation.
		PAM.NF.2e.iii	"For a quadratic or exponential function, make connections between tabular, algebraic, and graphical representations of the function by determining how a graph is affected by a change to its equation, including a vertical shift or scaling of the graph."

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Linear, Quadratic, and Exponential Models	Distinguishing Between Linear and Exponential Relationships	PSDA.2VD.7	Compare linear and exponential growth.
Building Functions	Writing Linear and Exponential Functions from a Context	HA.LF.1	Create and use linear functions to solve problems in a variety of contexts.
		HA.LF.3a	For a linear function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage.
		PAM.NF.1	Create and use quadratic or exponential functions to solve problems in a variety of contexts.
		PAM.NF.2a	For a quadratic or exponential function, identify or create an appropriate function to model a relationship between quantities.
		PAM.NF.2b	"For a quadratic or exponential function, use function notation to represent and interpret input/output pairs in terms of a context and points on the graph."
Linear, Quadratic, and Exponential Models	Writing Linear and Exponential Functions Based on Different Representations	HA.LE2.3a	For a linear equation in two variables that represents a context, interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage.
		HA.LF.2	Create a linear function to model a relationship between two quantities.
		PAM.NF.2e.i	For a quadratic or exponential function, make connections between tabular, algebraic, and graphical representations of the function by given one representation, selecting another representation.
Seeing Structure in Expressions	Interpreting the Structure of Quadratic Expressions and Expressions with Rational Exponents	PAM.NES.2	"Given a nonlinear equation in one variable that represents a context, interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage."
		PAM.NF.2c	"For a quadratic or exponential function, for a function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage."
Creating Equations	Modeling Quadratic Relationships with Equations, Inequalities, and Graphs	PAM.NF.2a	For a quadratic or exponential function, identify or create an appropriate function to model a relationship between quantities.
		PAM.NF.2c	"For a quadratic or exponential function, for a function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage."
		PAM.NF.2d.i	For a quadratic or exponential function, determine the most suitable form of the expression representing the output of the function to display key features of the context, including selecting the form of a quadratic that displays the initial value, the zeros, or the extreme value.

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Building Functions	Writing Quadratic Functions from a Context	PAM.NF.1	Create and use quadratic or exponential functions to solve problems in a variety of contexts.
		PAM.NF.2a	For a quadratic or exponential function, identify or create an appropriate function to model a relationship between quantities.
		PAM.NF.2b	"For a quadratic or exponential function, use function notation to represent and interpret input/output pairs in terms of a context and points on the graph."
		PAM.NF.2c	"For a quadratic or exponential function, for a function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage."
Seeing Structure in Expressions	Factoring Quadratic Expressions	PAM.EE.1c	Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including factoring polynomials.
The Complex Number System	Complex Number Arithmetic	ATM.CN.1	Apply knowledge and understanding of the complex number system to add, subtract, multiply, and divide with complex numbers and solve problems.
Reasoning with Equations and Inequalities	Solving Quadratic Equations with Real and Complex Roots - Completing the Square	PAM.NES.1a	Make strategic use of algebraic structure, the properties of operations, and reasoning about equality to solve quadratic equations in one variable presented in a wide variety of forms; determine the conditions under which a quadratic equation has no real solutions, one real solution, or two real solutions.
		PAM.NES.4	"Fluently solve quadratic equations in one variable, written as a quadratic expression in standard form equal to zero, where using the quadratic formula or completing the square is the most efficient method for solving the equation."
Building Functions	Writing Quadratic Functions From Their Graphs	PAM.NF.2a	For a quadratic or exponential function, identify or create an appropriate function to model a relationship between quantities.
		PAM.NF.2b	"For a quadratic or exponential function, use function notation to represent and interpret input/output pairs in terms of a context and points on the graph."
		PAM.NF.2e.i	For a quadratic or exponential function, make connections between tabular, algebraic, and graphical representations of the function by given one representation, selecting another representation.
		PAM.NF.3c	"For a factorable or factored polynomial or simple rational function, identify the graph given an algebraic representation of the function and an algebraic representation given the graph (with or without a context)."
Interpreting Functions	Rewriting Quadratics to Reveal Their Structure	PAM.NF.2d.i	For a quadratic or exponential function, determine the most suitable form of the expression representing the output of the function to display key features of the context, including selecting the form of a quadratic that displays the initial value, the zeros, or the extreme value.

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Reasoning with Equations and Inequalities	Problem Solving with Quadratic Functions	PAM.NES.2	"Given a nonlinear equation in one variable that represents a context, interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage."
	Solving Quadratic Equations with Real and Complex Roots - Using the Quadratic Formula	PAM.NES.1a	Make strategic use of algebraic structure, the properties of operations, and reasoning about equality to solve quadratic equations in one variable presented in a wide variety of forms; determine the conditions under which a quadratic equation has no real solutions, one real solution, or two real solutions.
		PAM.NES.4	"Fluently solve quadratic equations in one variable, written as a quadratic expression in standard form equal to zero, where using the quadratic formula or completing the square is the most efficient method for solving the equation."
	Solving a System of Linear and Quadratic Equations	PAM.NES.1f	Make strategic use of algebraic structure, the properties of operations, and reasoning about equality to solve systems of linear and nonlinear equations in two variables, including relating the solutions to the graphs of the equations in the system.
	Solving Quadratic Equations Graphically	PAM.NES.1a	Make strategic use of algebraic structure, the properties of operations, and reasoning about equality to solve quadratic equations in one variable presented in a wide variety of forms; determine the conditions under which a quadratic equation has no real solutions, one real solution, or two real solutions.
		PAM.NF.3b	For a factorable or factored polynomial or simple rational function, understand and use the fact that for the graph of y = f(x), the solutions to f(x) = 0 correspond to x-intercepts of the graph and f(0) corresponds to the y-intercept of the graph; interpret these key features in terms of a context.
Interpreting Functions	Comparing Functions Using Different Representations II	PAM.NF.2e.ii	"For a quadratic or exponential function, make connections between tabular, algebraic, and graphical representations of the function by identifying features of one representation given another representation, including maximum and minimum values of the function."
Arithmetic with Polynomials and Rational Expressions	Adding and Subtracting Polynomials	PAM.EE.2	Fluently add, subtract, and multiply polynomials.
	Multiplying Polynomials	PAM.EE.2	Fluently add, subtract, and multiply polynomials.
The Real Number System	Using Rational Exponents to Rewrite Expressions	PAM.EE.1b	Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including rewriting expressions with rational exponents and radicals.
Interpreting Functions	Graphing Polynomial Functions	PAM.NF.3b	For a factorable or factored polynomial or simple rational function, understand and use the fact that for the graph of y = f(x), the solutions to f(x) = 0 correspond to x-intercepts of the graph and f(0) corresponds to the y-intercept of the graph; interpret these key features in terms of a context.
		PAM.NF.3c	"For a factorable or factored polynomial or simple rational function, identify the graph given an algebraic representation of the function and an algebraic representation given the graph (with or without a context)."

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Arithmetic with Polynomials and Rational Expressions	Adding and Subtracting Rational Expressions	PAM.EE.1a	Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including rewriting simple rational expressions.
	Simplifying, Multiplying, and Dividing Rational Expressions	PAM.EE.1a	Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including rewriting simple rational expressions.
Expressions and Equations	Solving Rational and Radical Equations II	PAM.NES.1b	Make strategic use of algebraic structure, the properties of operations, and reasoning about equality to solve simple rational and radical equations in one variable.
Interpreting Functions	Rational Functions and Their Graphs	PAM.NF.3c	"For a factorable or factored polynomial or simple rational function, identify the graph given an algebraic representation of the function and an algebraic representation given the graph (with or without a context)."

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Geometry	Surface Area of Cylinders	ATM.AV.1b	Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume. b. Demonstrate procedural fluency by selecting the correct area or volume formula and correctly calculating a specified value.
	Surface Area of Pyramids	ATM.AV.1b	Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume. b. Demonstrate procedural fluency by selecting the correct area or volume formula and correctly calculating a specified value.
	Volume of Cylinders	ATM.AV.1b	Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume. b. Demonstrate procedural fluency by selecting the correct area or volume formula and correctly calculating a specified value.
	Volume of Pyramids and Cones	ATM.AV.1b	Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume. b. Demonstrate procedural fluency by selecting the correct area or volume formula and correctly calculating a specified value.
	Volume of Spheres	ATM.AV.1b	Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume. b. Demonstrate procedural fluency by selecting the correct area or volume formula and correctly calculating a specified value.
	Volume of Composite Solids	ATM.AV.1b	Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume. b. Demonstrate procedural fluency by selecting the correct area or volume formula and correctly calculating a specified value.
	Pythagorean Theorem - Mixed Problems	ATM.RTT.1a	Solve problems in a variety of contexts using the Pythagorean theorem.
	Pythagorean Theorem - Distance Formula	ATM.RTT.1a	Solve problems in a variety of contexts using the Pythagorean theorem.
	Dilations	ATM.AV.1a	Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume. a. Apply knowledge that changing by a scale factor of k changes all lengths by a factor of k, changes all areas by a factor of k2, and changes all volumes by a factor of k3.
	Parallel Lines and Transversals	ATM.LAT.4d	Know and directly apply relevant theorems such as d. the relationship of angles formed when a transversal cuts parallel lines.

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Congruence	What is Proof?	ATM.LAT.2	Determine which statements may be required to prove certain relationships or to satisfy a given theorem.
	Proving Theorems About Lines and Angles	ATM.LAT.2	Determine which statements may be required to prove certain relationships or to satisfy a given theorem.
		ATM.LAT.4a	Know and directly apply relevant theorems such as a. the vertical angle theorem.
		ATM.LAT.4d	Know and directly apply relevant theorems such as d. the relationship of angles formed when a transversal cuts parallel lines.
Similarity, Right Triangles, and Trigonometry	Problem Solving with Congruent Triangles	ATM.LAT.1	Use concepts and theorems relating to congruence and similarity of triangles to solve problems.
Congruence	Proving Theorems About Relationships in Triangles	ATM.LAT.2	Determine which statements may be required to prove certain relationships or to satisfy a given theorem.
		ATM.LAT.4c	Know and directly apply relevant theorems such as c. triangle angle sum theorem.
	Proving Theorems About Parallelograms	ATM.LAT.2	Determine which statements may be required to prove certain relationships or to satisfy a given theorem.
Similarity, Right Triangles, and Trigonometry	Properties of Dilations II	ATM.LAT.3	Apply knowledge that changing by a scale factor of k changes all lengths by a factor of k, but angle measures remain unchanged.
	Transformations and Similarity	ATM.LAT.3	Apply knowledge that changing by a scale factor of k changes all lengths by a factor of k, but angle measures remain unchanged.
	Proving Theorems About Similar Triangles	ATM.LAT.1	Use concepts and theorems relating to congruence and similarity of triangles to solve problems.
		ATM.LAT.2	Determine which statements may be required to prove certain relationships or to satisfy a given theorem.
		ATM.LAT.4b	Know and directly apply relevant theorems such as b. triangle similarity and congruence criteria.
	Problem Solving with Similarity and Trigonometric Ratios	ATM.RTT.1b	Solve problems in a variety of contexts using right triangle trigonometry.
		ATM.RTT.2	Use similarity to calculate values of sine, cosine, and tangent.
		ATM.RTT.3	Understand that when given one side length and one acute angle measure in a right triangle, the remaining values can be determined.
	Sine and Cosine of Complementary Angles	ATM.RTT.1b	Solve problems in a variety of contexts using right triangle trigonometry.
		ATM.RTT.3	Understand that when given one side length and one acute angle measure in a right triangle, the remaining values can be determined.
		ATM.RTT.4	Solve problems using the relationship between sine and cosine of complementary angles.
Geometric Measurement and Dimension	Understanding Formulas for Curved Figures	ATM.C.1	Use definitions, properties, and theorems relating to circles and parts of circles, such as radii, diameters, tangents, angles, arcs, arc lengths, and sector areas, to solve problems.

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Circles	Radians and Area of Sectors	ATM.C.1	Use definitions, properties, and theorems relating to circles and parts of circles, such as radii, diameters, tangents, angles, arcs, arc lengths, and sector areas, to solve problems.
		ATM.C.2a	Solve problems using radian measure.
Expressing Geometric Properties with Equations	Equation of a Circle	ATM.C.3	Create an equation to represent a circle in the xy-plane.
		ATM.C.4a	Describe how a change to the equation representing a circle in the xy-plane affects the graph of the circle
		ATM.C.4b	Describe how a change in the graph of the circle affects the equation of the circle.
		ATM.C.5	Understand that the ordered pairs that satisfy an equation of the form (x – h)2 + (y – k)2 = r2 form a circle when plotted in the xy-plane.
		ATM.C.7	" Complete the square in an equation representing a circle to determine properties of the circle when it is graphed in the xy-plane, and use the distance formula in problems related to circles."
	Problem Solving with the Equation of a Circle	ATM.C.3	Create an equation to represent a circle in the xy-plane.
		ATM.C.5	Understand that the ordered pairs that satisfy an equation of the form (x – h)2 + (y – k)2 = r2 form a circle when plotted in the xy-plane.
Circles	Quadrilaterals Inscribed in Circles	ATM.C.1	Use definitions, properties, and theorems relating to circles and parts of circles, such as radii, diameters, tangents, angles, arcs, arc lengths, and sector areas, to solve problems.
Statistics and Probability	Understanding the Effects of Outliers on Mean and Median	PSDA.1VD.6	One-variable data: distributions and measures of center and spread

SAT Learning Pathway

Unit	Lesson Name	SAT Standard	SAT Standard Description
Interpreting Categorical and Quantitative Data	Data Displays on the Real Number Line	PSDA.1VD.2	Interpret information from a given representation of data in context.
		PSDA.1VD.3	Analyze and interpret numerical data distributions represented with frequency tables, histograms, dot plots, and boxplots.
	Comparing the Shape, Center, and Spread of Data Sets	PSDA.1VD.2	Interpret information from a given representation of data in context.
		PSDA.1VD.4	For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation.
		PSDA.1VD.5	Compare distributions using measures of center and spread, including distributions with different means and the same standard deviations and ones with the same mean and different standard deviations.
	Fitting Functions to Data	PSDA.2VD.4	Analyze and interpret data represented in a scatterplot or line graph; fit linear, quadratic, and exponential models.
		PSDA.2VD.8	Estimate the line of best fit for a given scatterplot; use the line to make predictions.
	Correlation	PSDA.2VD.1	Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set.
		PSDA.2VD.2	Interpret the slope and intercepts of the line of best fit in context.
		PSDA.2VD.3	Given a relationship between two quantities, read and interpret graphs and tables modeling the relationship.
		PSDA.2VD.8	Estimate the line of best fit for a given scatterplot; use the line to make predictions.
		PSDA.EC.2	Given a description of a study with or without random assignment, determine whether there is evidence for a causal relationship.
Statistics and Probability	Compound Probability	PSDA.PCP.1	Compute and interpret probability and conditional probability in simple contexts.
Conditional Probability and the Rules of Probability	Understanding Conditional Probability	PSDA.PCP.1	Compute and interpret probability and conditional probability in simple contexts.
	Modeling Probability Situations Using Two-Way Frequency Tables	PSDA.PCP.2	Understand formulas for probability and conditional probability in terms of frequency.