

# NC Math 3

Changed* or Added Concepts/Skills	Removed Concepts/Skills from Course Standards	Additional Concepts for Implementation Year
<ul style="list-style-type: none"> <li>• <b>Rewrite exponential expressions</b> (NC.M3.A-SSE.3c, from <i>Math II</i>)</li> <li>• <b>Extend the concept of a function to include angle measures</b> (NC.M3.F-IF.1, <i>new</i>)</li> <li>• <b>Use <u>sine</u> to represent periodic phenomena</b> (NC.M3.F-TF.5, <i>formally sine, cosine and tangent</i>)</li> <li>• <b>Properties of the centers of triangles</b> (NC.M3.G-CO.10, <i>new</i>)</li> <li>• <b>Use volume to solve problems</b> (NC.M3.G-GMD.3, from <i>Math I</i>)</li> <li>• <b>Cross-sections of three dimensional objects</b> (NC.M3.G-GMD.4, from <i>Math II</i>)</li> <li>• <b>Modeling with Geometry</b> (NC.M3.G-MG.1, from <i>Math II</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit analysis, scale, level of accuracy</b> (N-Q.1, 2, and 3 - <i>Incorporated into the Standards for Mathematical Practice</i>)</li> <li>• <b>Geometric Definitions</b> (G.CO.1 - <i>Incorporated into the associated standards</i>)</li> <li>• <b>Geometric Constructions</b> (G.CO.12, G.C.3 - <i>Incorporated into Instructional Documents</i>)</li> <li>• <b>Rational and irrational numbers</b> (to <i>NC Math 2</i>, NC.M2.N-RN.3)</li> <li>• <b>Defining a complex number</b> (to <i>NC Math 2</i>, NC.M2.N-CN.1)</li> <li>• <b>Operations with complex numbers</b> (N-CN.2 to a fourth level math)</li> <li>• <b>Completing the square</b> (to <i>NC Math 2</i>, NC.M2.A-SSE.3, NC.M2.A-REI.4a, NC.M2.A-REI.4b, and NC.M2.F-IF.8a)</li> <li>• <b>Derive the formula for the sum of a finite geometric series</b> (A-SSE.4 to a fourth level math)</li> <li>• <b>Prove polynomial identities</b> (A-APR.4 to a fourth level math)</li> <li>• <b>Solving for a variable in formulas</b> (Fully in <i>NC Math 1</i>, NC.M1.A-CED.4)</li> <li>• <b>Understanding the relationship between the graph of an equation and the solutions</b> (Fully in <i>NC Math 1</i>, NC.M1.A-REI.10)</li> <li>• <b>Write arithmetic and geometric sequences recursively and with an explicit formula</b> (to <i>NC Math 1</i>, NC.M2.F-BF.2)</li> <li>• <b>Prove the Pythagorean identity</b> (F-TF.8 to a fourth level math)</li> <li>• <b>Prove theorems about lines and angles</b> (to <i>NC Math 2</i>, NC.M2.G-CO.9)</li> <li>• <b>Prove theorems about triangles</b> (Fully in <i>NC Math 2</i>, NC.M2.G-CO.10)</li> <li>• <b>Similarity through transformations</b> (to <i>NC Math 2</i>, NC.M2.G-SRT.2, NC.M2.G-SRT.3, NC.M2.G-SRT.4, and NC.M2.G-SRT.5)</li> <li>• <b>Derive the equation of a parabola</b> (G-GPE.2 to a fourth level math)</li> <li>• <b>Find the point on segment partitions with a given ratio</b> (G-GPE.6 to a fourth level math)</li> <li>• <b>Normal distribution</b> (S-ID.4 to a fourth level math)</li> <li>• <b>Fair decisions</b></li> <li>• (S-MD.6 to a fourth level math)</li> <li>• <b>Analyzing decisions with probability</b> (S-MD.7 to a fourth level math)</li> </ul>	<p><i>For the implementation year:</i></p> <ul style="list-style-type: none"> <li>• <b>Rational and irrational numbers</b> (to <i>NC Math 2</i>, NC.M2.N-RN.3)</li> <li>• <b>Defining a complex number</b> (to <i>NC Math 2</i>, NC.M2.N-CN.1)</li> <li>• <b>Completing the square</b> (to <i>NC Math 2</i>, NC.M2.A-SSE.3, NC.M2.A-REI.4a, NC.M2.A-REI.4b, and NC.M2.F-IF.8a)</li> <li>• <b>Prove theorems about lines and angles</b> (to <i>NC Math 2</i>, NC.M2.G-CO.9)</li> <li>• <b>Prove theorems about triangles</b> (Fully in <i>NC Math 2</i>, NC.M2.G-CO.10)</li> <li>• <b>Similarity through transformations</b> (to <i>NC Math 2</i>, NC.M2.G-SRT.2, NC.M2.G-SRT.3, NC.M2.G-SRT.4, and NC.M2.G-SRT.5)</li> </ul>

\*The changed concepts/skills are underlined.