



Pre-Algebra

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STANDARDS		PAGE REFERENCES
Strand: Number and Operations		
Standard 1: Number Sense		
Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems		
Rational Numbers		
NO.1.7.1 Relate, with and without models and pictures, concepts of <i>ratio</i> , <i>proportion</i> , and <i>percent</i> , including <i>percents</i> less than 1 and greater than 100	Student Edition: 264-268, 270-274, 276-280, 281-285, 288-292, 293-297, 298-302 <i>Algebra Activity</i> 275, 286-287 <i>Reading Mathematics</i> 269 <i>Spreadsheet Investigation</i> 303 Teacher Wraparound Edition: DI 266; ICE 271, 277, 282-283	
NO.1.7.2 Demonstrate, with and without appropriate <i>technology</i> , an understanding of <i>place value</i> using powers of 10 and write numbers greater than one in <i>scientific notation</i>	Student Edition: 186-190, 194 #58-#64, 195 #23-#28, 196 #11, 204 #52-#55, 209 #58-#61, 268 #61-#63 <i>Extra Practice</i> 731, 733 Teacher Wraparound Edition: DI 187; ICE 154, 187; OEA 190	

STANDARDS	PAGE REFERENCES
NO.1.7.3 Convert between <i>scientific notation</i> and standard <i>notation</i> using numbers greater than one.	Student Edition: 186-190, 194 #58-#64, 195 #23-#28, 196 #11, 204 #52-#55, 209 #58-#61, 268 #61-#63 <i>Extra Practice</i> 733 Teacher Wraparound Edition: DI 187; ICE 187; OEA 190
NO.1.7.4 Find decimal and <i>percent equivalents</i> for mixed numbers and explain why they represent the same value	Student Edition: 200-204, 209 #55-#57, 254 #14-#15, 281-285 <i>Extra Practice</i> 733, 737 Teacher Wraparound Edition: DI 202, 282; ICE 201, 282-283
NO.1.7.5 Compare and represent <i>integers</i> , fractions, decimals and mixed numbers and find their approximate location on a number line	Student Edition: 56-61, 200-204, 205-209, 442-445 <i>Extra Practice</i> 726 Teacher Wraparound Edition: DI 202; ICE 57, 201, 206, 442; OEA 204; SC 57
NO.1.7.6 Recognize subsets of the <i>real number</i> system (<i>natural, whole, integers, rational, and irrational numbers</i>)	Student Edition: 205-209, 219 #60-#63, 441-445 <i>Extra Practice</i> 733, 745 Teacher Wraparound Edition: DI 207; ICE 206, 442
Standard 2: Properties of Number Operations	
Students shall understand meanings of operations and how they relate to one another	
Number Theory	
NO.2.7.1 Apply the <i>distributive property</i> of multiplication over addition or subtraction to simplify computations with <i>integers</i> , fractions and decimals	Student Edition: 98-102, 103-107, 185 #65-#67, 209 #66-#69, 349 #57-#60 <i>Getting Started</i> 147, 667 <i>Prerequisite Skills</i> 163, 333 Teacher Wraparound Edition: ICE 99, 104; SC 104

STANDARDS	PAGE REFERENCES
<p>NO.2.7.2</p> <p>Apply the addition, subtraction, multiplication and division properties of equality to one-step <i>equations</i> with <i>integers</i>, fractions, and decimals</p>	<p>Student Edition: 29-32, 110-114, 115-119</p> <p>Teacher Wraparound Edition: DI 113, 117; ICE 29, 111, 116; OEA 114, 119; SC 111</p>
<p>NO.2.7.3</p> <p>Apply rules (conventions) for <i>order of operations</i> to <i>integers</i> and positive <i>rational numbers</i> including parentheses, brackets or exponents</p>	<p>Student Edition: 12-16, 17-21, 154-156</p> <p><i>Getting Started</i> 147</p> <p><i>Prerequisite Skills</i> 401, 464, 525</p> <p><i>Study Guide and Review</i> 48, 192</p> <p>Teacher Wraparound Edition: ICE 13, 18, 154; OEA 157</p>
<p>Understand Operations</p>	
<p>NO.2.7.4</p> <p>Model and develop addition, subtraction, multiplication and division of <i>integers</i></p>	<p>Student Edition: 64-68, 70-74, 75-79, 80-84</p> <p>Teacher Wraparound Edition: DI 73, 79, 81; ICE 65-66, 71, 76-77, 81; OEA 68, 74, 79; SC 76</p>
<p>Standard 3: Numerical Operations and Estimation</p>	
<p>Students shall compute fluently and make reasonable estimates</p>	
<p>Computational Fluency</p>	
<p>NO.3.7.1</p> <p>Compute, with and without appropriate <i>technology</i>, with <i>integers</i> and positive <i>rational numbers</i> using real world situations to solve problems</p>	<p>Student Edition: 66-68, 71-74, 76-79, 202-203, 212-213, 217-219, 234-236, 264-268, 270-274</p> <p>Teacher Wraparound Edition: ICE 66, 71, 76, 217, 265-266, 272</p>
<p>NO.3.7.2</p> <p>Solve with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p>	<p>Student Edition: 6-10, 110-114, 120-124, 126-130, 131-136, 207-274, 276-280, 288-292, 293-297, 304-308</p> <p>Teacher Wraparound Edition: ICE 7, 111, 121, 127-128, 132-133</p>

STANDARDS	PAGE REFERENCES
Estimation	
<p>NO.3.7.3</p> <p>Determine when an <i>estimate</i> is sufficient and use <i>estimation</i> to decide whether answers are reasonable in problems including fractions and decimals</p>	<p>Student Edition:</p> <p>8-10, 187-189, 209 #70-#75, 236 #38, 294-297, 437-439, 567 #31 & #34, 586-588</p> <p><i>Study Tip</i> 121</p> <p><i>Test Taking Tip</i> 564</p> <p>Teacher Wraparound Edition:</p> <p>ICE 7, 187, 294; TT 187</p>
Application of Computation	
<p>NO.3.7.4</p> <p>Apply <i>factorization</i>, <i>LCM</i>, and <i>GCF</i> to solve problems using more than two numbers and explain the solution</p>	<p>Student Edition:</p> <p>159-163, 164-168, 226-230, 234-236</p> <p><i>Algebra Activity</i> 231</p> <p>Teacher Wraparound Edition:</p> <p>ICE 160, 165, 227, 233</p>
<p>NO.3.7.5</p> <p>Represent and solve problem situations that can be modeled by and solved using concepts of <i>absolute value</i>, exponents and <i>square roots</i> (for <i>perfect squares</i>) with and without appropriate <i>technology</i></p>	<p>Student Edition:</p> <p>58-61, 153-157, 181-185, 186-190, 436-440, 460-464, 466-470</p> <p>Teacher Wraparound Edition:</p> <p>ICE 182, 187, 438, 461-462</p>
<p>NO.3.7.6</p> <p>Solve, with and without <i>technology</i>, real world <i>percent</i> problems</p> <p>Ex. I=PRT</p>	<p>Student Edition:</p> <p>281-285, 288-292, 293-297, 298-302, 304-308</p> <p><i>Spreadsheet Investigation</i> 303</p> <p>Teacher Wraparound Edition:</p> <p>ICE 283, 289, 294, 299, 305; OEA 292</p>

STANDARDS		PAGE REFERENCES
Strand: Algebra		
Standard 4: Patterns, Relations and Functions		
Students shall recognize, describe, and develop patterns, relations and functions		
Patterns, Relations and Functions		
A.4.7.1 Create and complete a <i>function</i> table (<i>input/output</i>) using a given rule with two <i>operations</i>	Student Edition: 369-373, 375-379 <i>Algebra Activity</i> 368 <i>Graphing Calculator Investigation</i> 374 <i>Reading Mathematics</i> 380 Teacher Wraparound Edition: ICE 376	
A.4.7.2 Identify and extend <i>patterns</i> in real world situations	Student Edition: 6-10, 249-252 <i>Algebra Activity</i> 253 Teacher Wraparound Edition: ICE 7	
A.4.7.3 Interpret and write a rule for a two operation <i>function table</i> Ex. multiply by 2, add 1	Student Edition: 6-10, 375-379, 404-408 <i>Algebra Activity</i> 368 Teacher Wraparound Edition: ICE 7, 406	
Standard 5: Algebraic Representations		
Students shall represent and analyze mathematical situations and structures using algebraic symbols		
Expressions, Equations and Inequalities		
A.5.7.1 Solve and graph one-step <i>linear equations</i> and <i>inequalities</i> using a variety of methods (i.e., hands-on, <i>inverse operations</i> , symbolic) with real world application with and without <i>technology</i>	Student Edition: 110-114, 115-119, 345-349, 350-354 <i>Algebra Activity</i> 108-109 Teacher Wraparound Edition: DI 113, 117; ICE 111, 116, 346-347; OEA 114, 119; SC 111, 116, 346	

STANDARDS	PAGE REFERENCES
<p>A.5.7.2</p> <p>Solve simple <i>linear equations</i> using <i>integers</i> and graph on a <i>coordinate plane</i></p> <p>Ex. use a T chart</p>	<p>Student Edition:</p> <p>375-379, 381-385, 687-691</p> <p><i>Graphing Calculator Investigation</i> 374</p> <p><i>Reading Mathematics</i> 380</p> <p><i>Study Guide and Review</i> 425</p> <p>Teacher Wraparound Edition:</p> <p>ICE 376, 382-383</p>
<p>A.5.7.3</p> <p>Translate phrases and sentences into <i>algebraic expressions</i> and <i>equations</i> including parentheses and positive and <i>rational numbers</i> and simplify <i>algebraic expressions</i> by combining like terms</p>	<p>Student Edition:</p> <p>12-16, 17-21, 30-32, 53 #16, 126-130, 197 #22, 365 #23</p> <p><i>Reading Mathematics</i> 125</p> <p>Teacher Wraparound Edition:</p> <p>ICE 13, 18, 30, 127-128</p>
<p>A.5.7.4</p> <p>Write and evaluate <i>algebraic expressions</i> using positive <i>rational numbers</i></p>	<p>Student Edition:</p> <p>12-16, 17-21, 28-32, 98-102, 103-107, 212-213, 234-235</p> <p><i>Study Guide and Review</i> 48</p> <p>Teacher Wraparound Edition:</p> <p>ICE 13, 18, 30, 99, 104</p>
<p>Standard 6: Algebraic Models</p> <p>Students shall develop and apply mathematical models to represent and understand quantitative relationships</p> <p>Algebraic Models and Relationships</p>	
<p>A.6.7.1</p> <p>Use tables and graphs to represent <i>linear equations</i> by plotting, with and without appropriate <i>technology</i>, points in a <i>coordinate plane</i></p>	<p>Student Edition:</p> <p>375-379, 381-385, 398-401, 414-418</p> <p><i>Graphing Calculator Investigation</i> 402-403</p> <p><i>Study Guide and Review</i> 425, 428</p> <p>Teacher Wraparound Edition:</p> <p>ICE 376, 382-383, 399, 415</p>
<p>A.6.7.2</p> <p>Represent, with and without appropriate <i>technology</i>, <i>linear equations</i> by plotting and graphing points in the <i>coordinate plane</i> using all four <i>quadrants</i> given data in a table from a real world situation</p>	<p>Student Edition:</p> <p>383-385, 399-401, 409-413</p> <p>Teacher Wraparound Edition:</p> <p>ICE 382, 410</p>

STANDARDS	PAGE REFERENCES
<p>A.6.7.3</p> <p>Create and complete a <i>function table (input/output)</i> using a given rule with two operations in real world situations</p>	<p>Student Edition: 369-373, 375-379</p> <p>Teacher Wraparound Edition: ICE 376</p>
<p>Standard 7: Analysis of Change</p> <p>Students shall analyze change in various contexts</p>	
<p>Analyze Change</p>	
<p>A.7.7.1</p> <p>Use, with and without appropriate <i>technology</i>, tables and graphs to compare and identify situations with constant or varying <i>rates</i> of change</p>	<p>Student Edition: 387-391, 393-397</p> <p><i>Algebra Activity</i> 392</p> <p>Teacher Wraparound Edition: ICE 394-395; OEA 397</p>
<p>Strand: Geometry</p>	
<p>Standard 8: Geometric Properties</p> <p>Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships</p>	
<p>Characteristics of Geometric Shapes</p>	
<p>G.8.7.1</p> <p>Identify, draw, classify and compare geometric figures using models and real world examples</p>	<p>Student Edition: 447-451, 453-457, 471-475, 477-481, 500-504, 513-517, 520-525, 527-531, 533-538, 556-561, 563-567, 568-572, 573-577, 578-582, 584-588</p>
<p>G.8.7.2</p> <p>Investigate geometric properties and their relationships in one-, two-, and <i>three-dimensional</i> models, including convex and concave <i>polygons</i></p>	<p>Student Edition: 453-457, 460-464, 466-470, 471-475, 500-504, 513-517, 527-531, 556-561, 584-588</p> <p>Teacher Wraparound Edition: ICE 454, 461-462, 514, 528-529, 585-586</p>
<p>G.8.7.3</p> <p>Recognize the pairs of angles formed and the relationship between the angles including two <i>intersecting lines</i> and <i>parallel lines</i> cut by a <i>transversal (vertical, supplementary, complementary, corresponding, alternate interior, alternate exterior angles and linear pair)</i></p>	<p>Student Edition: 492-497, 549 #3-#6</p> <p><i>Study Guide and Review</i> 544</p> <p>Teacher Wraparound Edition: DI 496; ICE 493-494; OEA 497</p>

STANDARDS	PAGE REFERENCES
<p>G.8.7.4</p> <p>Use paper or physical models to determine the sum of the measures of <i>interior angles</i> of triangles and <i>quadrilaterals</i></p>	<p>Student Edition: 453-457, 513-517</p> <p>Teacher Wraparound Edition: DI 454; H 453</p>
<p>G.8.7.5</p> <p>Model and develop the concept that π (π) is the <i>ratio</i> of the <i>circumference</i> to the <i>diameter</i> of any circle</p>	<p>Student Edition: 533-538</p> <p>Teacher Wraparound Edition: H 533</p>
<p>G.8.7.6</p> <p>Develop the properties of <i>similar figures</i> (<i>ratio</i> of sides and <i>congruent</i> angles)</p>	<p>Student Edition: 276-280, 471-475, 487 #16, 488 #11, 497 #43</p> <p><i>Study Guide and Review</i> 486</p> <p>Teacher Wraparound Edition: DI 473; ICE 472-473</p>
<p>Standard 9: Transformation of Shapes</p> <p>Students shall apply transformations and the use of symmetry to analyze mathematical situations</p>	
<p>Symmetry and Transformations</p>	
<p>G.9.7.1</p> <p>Examine the congruence, similarity, and <i>line</i> or <i>rotational symmetry</i> of objects using <i>transformations</i></p>	<p>Student Edition: 506-511</p> <p><i>Algebra Activity</i> 505, 512</p> <p>Teacher Wraparound Edition: A 512; ICE 507-508</p>
<p>G.9.7.2</p> <p>Perform <i>translations</i> and <i>reflections</i> of <i>two-dimensional</i> figures using a variety of methods (paper folding, tracing, graph paper)</p>	<p>Student Edition: 506-511, 549 #10-#11, 551 #16</p> <p><i>Extra Practice</i> 748</p> <p><i>Study Guide and Review</i> 545-546</p> <p>Teacher Wraparound Edition: ICE 507-509</p>

STANDARDS		PAGE REFERENCES
<p>Standard 10: Coordinate Geometry</p> <p>Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems</p> <p>Coordinate Geometry</p>		
G.10.7.1	Plot points in the <i>coordinate plane</i>	<p>Student Edition: 33-38, 40-44, 85-89, 377-379, 409-413</p> <p><i>Algebra Activity</i> 39</p> <p><i>Study Guide and Review</i> 92</p> <p>Teacher Wraparound Edition: ICE 34-35, 41-42, 86-87, 376, 410</p>
G.10.7.2	Plot points that form the <i>vertices</i> of a geometric figure and draw, identify and classify the figure.	<p>Student Edition: 466-470, 506-511</p> <p><i>Algebra Activity</i> 512</p> <p>Teacher Wraparound Edition: ICE 507-509</p>
<p>Standard 11: Visualization and Geometric Models</p> <p>Students shall use visualization, spatial reasoning and geometric modeling</p> <p>Spatial Visualization and Models</p>		
G.11.7.1	Build <i>three-dimensional</i> solids from <i>two-dimensional patterns (nets)</i>	<p>Student Edition: <i>Geometry Activity</i> 554-555</p> <p>Teacher Wraparound Edition: A 555</p>
G.11.7.2	Construct a building out of <i>cubes</i> from a set of views (front, top, side)	<p>Student Edition: <i>Geometry Activity</i> 554-555</p> <p>Teacher Wraparound Edition: T 554-555; TT 554</p>

STANDARDS		PAGE REFERENCES
Strand: Measurement		
Standard 12: Physical Attributes		
Students shall use attributes and tools of measurement to describe and compare mathematical and real-world objects		
Attributes and Tools		
M.12.7.1 Understand, select and use the appropriate units and tools (metric and customary) to measure length, weight, <i>mass</i> and <i>volume</i> to the required degree of accuracy for real world problems	Student Edition: 131-136, 447-451, 523-525, 563-567, 568-572 <i>Prerequisite Skills</i> 718-719, 720-721 Teacher Wraparound Edition: DI 449; ICE 132-133, 448-449, 522, 564-565, 569-570; OEA 451	
M.12.7.2 Understand relationships among units within the same system	Student Edition: 118 #48, 168 #76-#81, 189 #40, 214 #49-#52, 214 #56, 272-274, 566 #23-#25 <i>Getting Started</i> 263 <i>Prerequisite Skills</i> 718-719, 720-721	
M.12.7.3 Find different <i>areas</i> for a given <i>perimeter</i> and find a different <i>perimeter</i> for a given <i>area</i>	Student Edition: 131-136 <i>Spreadsheet Investigation</i> 137	
Standard 13: Systems of Measurement		
Students shall identify and use units, systems and processes of measurement		
Attributes and Tools		
M.13.7.1 Solve real world problems involving two or more <i>elapsed times</i> , counting forward and backward (calendar and clock)	Student Edition: 151 #15	
M.13.7.2 Draw and measure distance to the nearest mm and 1/16 inch accurately	Student Edition: <i>Reading Mathematics</i> 589 Distance is calculated on the following pages: 118 #48, 131-135, 468-470, 471-475, 477-481 Teacher Wraparound Edition: DI 487; ICE 132, 467, 472-473, 478	

STANDARDS	PAGE REFERENCES
<p>M.13.7.3</p> <p>Develop and use <i>strategies</i> to solve problems involving <i>area of a trapezoid</i> and <i>circumference</i> and <i>area of a circle</i></p>	<p>Student Edition: 520-525, 533-538 <i>Study Guide and Review</i> 547, 548</p> <p>Teacher Wraparound Edition: DI 536; ICE 522, 534-535; TT 522</p>
<p>Applications</p>	
<p>M.13.7.4</p> <p>Derive and use formulas for <i>surface area</i> and <i>volume of prisms</i> and <i>cylinders</i> and justify them using geometric models and common materials</p>	<p>Student Edition: 563-567, 568-572, 573-577, 584-588 <i>Geometry Activity</i> 562, 583</p> <p>Teacher Wraparound Edition: DI 570, 574, 586; ICE 564-565, 569-570, 574-575, 585-586</p>
<p>M.13.7.5</p> <p>Apply properties (scale <i>factors</i>, <i>ratio</i>, and <i>proportion</i>) of <i>congruent</i> or <i>similar</i> triangles to solve problems involving missing lengths and angle measures</p>	<p>Student Edition: 264-268, 270-274, 276-280, 471-475, 500-504</p> <p>Teacher Wraparound Edition: DI 473; ICE 265-266, 271-272, 277, 472-473, 501-502</p>
<p>M.13.7.6</p> <p>Find the distance between two points on a number line and locate the midpoint</p>	<p>Student Edition: 466-470 <i>Extra Practice</i> 746 <i>Study Guide and Review</i> 485-486</p> <p>Teacher Wraparound Edition: ICE 467-468</p>
<p>M.13.7.7</p> <p>Estimate and compute the <i>area</i> of more complex or irregular <i>two-dimensional</i> shapes by dividing them into more basic shapes</p>	<p>Student Edition: 539-543, 551 #19 <i>Study Guide and Review</i> 548</p> <p>Teacher Wraparound Edition: DI 540; ICE 540-541; OEA 543</p>

STANDARDS	PAGE REFERENCES
Strand: Data Analysis and Probability	
Standard 14: Data Representation	
Students shall formulate questions that can be addressed with data and collect, organize and display	
Collect, organize and display data	
<p>DAP.14.7.1</p> <p>Identify different ways of selecting samples and compose appropriate questions</p> <p>Ex. survey response, random sample, representative sample and convenience sample</p>	<p>Student Edition:</p> <p><i>Algebra Activity</i> 309</p> <p><i>Reading Mathematics</i> 634</p> <p>Teacher Wraparound Edition:</p> <p>A 309; T 309, 634</p>
<p>DAP.14.7.2</p> <p>Explain which types of display are appropriate for various data sets (<i>line graph</i> for change over time, <i>circle graph</i> for part-to-whole comparison, <i>scatter plot</i> for trends)</p>	<p>Student Edition:</p> <p>606-611, 617-621, 623-628, 630-633</p> <p><i>Graphing Calculator Investigation</i> 622, 629</p> <p><i>Prerequisite Skills</i> 722-723</p>
<p>DAP.14.7.3</p> <p>Construct and interpret <i>circle graphs</i>, <i>box-and-whisker plots</i>, <i>histograms</i>, <i>scatter plots</i> and <i>double line graphs</i> with and without appropriate <i>technology</i></p>	<p>Student Edition:</p> <p>617-621, 623-628, 630-633</p> <p><i>Algebra Activity</i> 39</p> <p><i>Graphing Calculator Investigation</i> 45-46, 622, 629</p> <p><i>Prerequisite Skills</i> 722-723</p> <p>Teacher Wraparound Edition:</p> <p>ICE 41-42, 410, 618-619, 624-625, 631</p>
Standard 15: Data Analysis	
Students shall select and use appropriate statistical methods to analyze data	
Data Analysis	
<p>DAP.15.7.1</p> <p>Analyze data displays, including ways that they can be misleading</p>	<p>Student Edition:</p> <p>630-633</p> <p><i>Study Guide and Review</i> 660</p> <p>Teacher Wraparound Edition:</p> <p>ICE 631; OEA 633</p>

STANDARDS	PAGE REFERENCES
<p>DAP.15.7.2</p> <p>Analyze, with and without appropriate <i>technology</i>, a set of data by using and comparing measures of <i>central tendencies (mean, median, mode)</i> and <i>measures of spread (range, quartile, interquartile range)</i></p>	<p>Student Edition:</p> <p>82-84, 238-242, 260 #8, 261 #23, 612-616, 779 #22, 788 #9-#10</p> <p><i>Extra Practice</i> 735</p> <p><i>Graphing Calculator Investigation</i> 243</p> <p><i>Study Guide and Review</i> 258, 659</p> <p><i>Web Quest</i> 242</p> <p>Teacher Wraparound Edition:</p> <p>ICE 81, 239-240, 613-614</p>
<p>Standard 16: Inferences and Predictions</p>	
<p>Students shall develop and evaluate inferences and predictions that are based on data</p>	
<p>Inferences and Predictions</p>	
<p>DAP.16.7.1</p> <p>Make, with and without appropriate <i>technology</i>, <i>conjectures</i> of possible relationships in a <i>scatter plot</i> and approximate the <i>line of best fit (trend line)</i></p>	<p>Student Edition:</p> <p>409-413, 429 #18-#19</p> <p><i>Study Guide and Review</i> 427</p> <p>Teacher Wraparound Edition:</p> <p>DI 412; ICE 410</p>
<p>Standard 17: Probability</p>	
<p>Students shall understand and apply basic concepts of probability</p>	
<p>Probability</p>	
<p>DAP.17.7.1</p> <p>Understand that <i>probability</i> can take any value between 0 and 1 (events that are not going to occur have <i>probability</i> 0, events certain to occur have <i>probability</i> 1)</p>	<p>Student Edition:</p> <p>310-314, 321 #28, 323 #17, 333 #42, 672 #52-#53, 677 #39-#42</p> <p><i>Extra Practice</i> 739</p> <p><i>Getting Started</i> 605</p> <p><i>Study Guide and Review</i> 320</p> <p>Teacher Wraparound Edition:</p> <p>ICE 311; OEA 314</p>

STANDARDS	PAGE REFERENCES
<p>DAP.17.7.2</p> <p>Design, with and without appropriate <i>technology</i>, an experiment to test a <i>theoretical probability</i> and explain how the results may vary</p> <p>Ex. suggested materials for simulations are: two-color counters, a number <i>cube</i>, and spinners</p>	<p>Student Edition:</p> <p><i>Algebra Activity</i> 656-657</p> <p><i>Graphing Calculator Investigation</i> 315</p> <p>Teacher Wraparound Edition:</p> <p>A 657</p>