



Mathematics

**Applications and Concepts
Course 3
© 2006**

STANDARDS		PAGE REFERENCES
Standard 1: Number and Operation		
<p>Students in Grade 8 read, write, compare, order, and place on a number line rational numbers, including integers, fractions, decimals, and percents, and absolute values. Students use rational numbers, including percents and ratios, and π (pi) to solve problems. Students convert between standard form, scientific notation, and exponential form. Students add, subtract, multiply, and divide rational numbers and students recall the common equivalent fractions, decimals, and percents of halves, thirds, fourths, fifths, and tenths. Students evaluate numerical expressions with rational numbers using the order of operations and students evaluate numerical expressions with whole number exponents. Students estimate to predict computation results.</p>		
Goal 1.1: Understand and use numbers.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.1.1.1	Compare magnitudes and relative magnitudes of rational numbers, including integers, fractions, decimals, percents, and absolute values. (337.01.a)	Student Edition: 17-21, 67-70, 586 #38-#39, 677 #8 <i>The Game Zone</i> 33 Teacher Wraparound Edition: A 70; B 17, 492
8.M.1.1.2	Use rational numbers, including percents and ratios, and π (pi) to solve problems. (337.01.b)	Student Edition: 23-27, 28-31, 34-38, 71-75, 76-80, 82-85, 88-91, 156-159, 206-209, 220-223, 319-323 <i>Study Skill</i> 215 <i>The Game Zone</i> 87 Teacher Wraparound Edition: DI 24, 72; IE 24, 29, 35, 89, 157; PS 249

STANDARDS		PAGE REFERENCES
8.M.1.1.3	Locate the position of rational numbers and positive real numbers on a number line. (337.01.e)	Student Edition: 17-19, 23-24, 68, 70 #34, 112 #2, 125-129, 130 #18-#24, 147, 149, 150 #5, 220 Teacher Wraparound Edition: B 17, 28; DI 24, 126; IE 126
8.M.1.1.4	Convert between standard form, scientific notation, and exponential form. (337.01.c)	Student Edition: 104-107, 110 #58-#65, 111 #23, #24, 112 #9-#10, 119 #51, 122 #40, 415 #8, 649 #18-#20 Teacher Wraparound Edition: A 107; DI 105
8.M.1.1.5	Apply number theory concepts (primes, composites, prime factorization, LCM, GCF). (337.01.d)	Student Edition: 66 #55-#58, 609, 610, 612 <i>Study Skill</i> 16
8.M.1.1.6	Recognize pertinent information for problem solving. (338.01.b)	Student Edition: 6-9, 223 #43 <i>Problem-Solving Strategy</i> 43-44, 96-97, 226-227, 324-325, 378-379 <i>Study Skill</i> 215 Teacher Wraparound Edition: DI 7, 123
8.M.1.1.7	Apply integers in one- and two-step common real-world situations.	Student Edition: 25 #8, 27, 30-31, 36 #8, 45-49, 51 #3, 58 #9, 59 #17, 92-95 Teacher Wraparound Edition: A 95; DI 24; IE 25, 36, 51
8.M.1.1.8	Use appropriate vocabulary.	Student Edition: <i>New Vocabulary</i> 17, 23, 45, 76, 156, 206, 319 <i>Study Skill</i> 16, 215 Teacher Wraparound Edition: A 31; B 17, 23, 28, 76; DI 18, 206, 320; TNT 157
Goal 1.2: Perform computations accurately.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.1.2.1	Recall the common equivalent fractions, decimals, and percents of halves, thirds, fourths, fifths, and tenths. (337.02.b)	Student Edition: 62-66, 70 #39, 75 #41, 108, 150 #4, 206-209, 210-214, 219 #42-#45, 221 <i>Study Tip</i> 63 <i>The Game Zone</i> 225 Teacher Wraparound Edition: A 66; DI 68; IE 63, 207, 211

STANDARDS		PAGE REFERENCES
8.M.1.2.2	Add, subtract, multiply, and divide rational numbers. (337.02.a)	<p>Student Edition: 23-27, 28-31, 34-38, 55-56, 71-75, 76-80, 82-85, 88-91 <i>Problem-Solving Strategy</i> 43-44, 96-97 <i>Study Skill</i> 81 <i>The Game Zone</i> 87</p> <p>Teacher Wraparound Edition: A 75; DI 29, 72; IE 35, 77, 83</p>
8.M.1.2.3	Evaluate numerical expressions with whole number exponents. (337.02.d)	<p>Student Edition: 11-15, 21 #64-#66, 55 #13-#18, 59 #13</p> <p>Teacher Wraparound Edition: B 11; DI 12</p>
8.M.1.2.4	Evaluate numerical expressions with rational numbers using the order of operations. (337.02.c)	<p>Student Edition: 11-15, 21 #64-#66, 38 #49-#56, 55, 58 #2, 59 #13</p> <p>Teacher Wraparound Edition: DI 12</p>
8.M.1.2.5	Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (337.02.e)	<p>Student Edition: 24 #3, #4, 67, 75 #32-#34, 80 #41, 85 #37, 107 #40, 121 #2, 219 #47-#50, 220 <i>Problem-Solving Strategy</i> 226 <i>Study Skill</i> 81</p> <p>Teacher Wraparound Edition: DI 221</p>
8.M.1.2.6	Use a variety of strategies including common mathematical formulas to compute problems drawn from real life situations. (338.01.a)	<p>Student Edition: 15 #41-#42, 53 #45, 122 #34, #35, 129 #49, #50, 133 #1, 314-318, 613, 648 <i>Problem-Solving Strategy</i> 43-44, 96-97, 226-227, 276-277, 325-326, 488-489</p>
8.M.1.2.7	Use appropriate vocabulary and notations. (337.02.f)	<p>Student Edition: 13, 17, 19, 59 #14, 76, 89, 206, 211, 613 <i>New Vocabulary</i> 11, 71 <i>Problem-Solving Strategy</i> 43, 96</p> <p>Teacher Wraparound Edition: VB 4, 60</p>

STANDARDS		PAGE REFERENCES
Goal 1.3: Estimate and judge reasonableness of results.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.1.3.1	Estimate to predict computation results. (337.03.a)	Student Edition: 6-9, 27 #52, 59 #11, 65 #40, 127 #7, 251 #15, 600, 601 Teacher Wraparound Edition: DI 276; TNT 229
8.M.1.3.2	Identify when estimation is appropriate and apply to problem solving situations. (337.03.b)	Student Edition: 9 #7, 15 #41, #42, 27 #53, #54, 59 #11, 73 #5, 127 #7, 235 #33, 251 #15, 351 #39 <i>Problem-Solving Strategy</i> 226-227, 276-277
8.M.1.3.3	Identify whether a given estimate is an overestimate or underestimate. (337.03.c)	Student Edition: 78 #6, 231 #41-#43, 251 #15 <i>Problem-Solving Strategy</i> 227 #8, 325 #6
8.M.1.3.4	Use a four-function calculator to solve complex grade-level problems.	Student Edition: 117, 121 #2, 127 #7 <i>Hands-On Lab</i> 192-193 <i>Study Tip</i> 121 Teacher Wraparound Edition: DI 24
8.M.1.3.5	Formulate conjectures and justify (short of formal proof) why they must be or seem to be true. (338.02.c)	Student Edition: 8, 73, 78, 228-231, 251 #15, 368 #7 <i>Hands-On Lab</i> 192-193 <i>Problem-Solving Strategy</i> 226-227, 488-489
8.M.1.3.6	Use appropriate vocabulary and notations. (337.03.d)	Student Edition: 63, 73, 120, 228, 600, 601 Teacher Wraparound Edition: DI 93, 489

STANDARDS		PAGE REFERENCES
Standard 2: Concepts and Principles of Measurement		
Students in Grade 8 select and use appropriate units and tools to make formal measurements in both systems. Students apply given formulas for perimeter, circumference, and area of triangles, circles, and quadrilaterals, and the volume and surface area of rectangular prisms. Students solve problems involving area of circles and the perimeter and area of rectangles and triangles. Students use rates, proportions, ratios, and map scales in problem solving situations.		
Goal 2.1: Understand and use U.S. customary and metric measurements.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.2.1.1	Select and use appropriate units and tools to make formal measurements in both systems. (339.01.a)	Student Edition: 73, 78, 94 #31, 358-362, 366, 377 #33-#36, 586 #38, #39 <i>Problem-Solving Strategy</i> 277 #9 Teacher Wraparound Edition: TNT 257, 360
8.M.2.1.2	Apply estimation of measurement to real-world and content problems using standard measuring devices. (339.01.b)	Student Edition: 73, 78, 122 #34, 613 <i>Test-Taking Tip</i> 327 Teacher Wraparound Edition: TNT 327
8.M.2.1.3	Compare the differences and relationships among measures of perimeter, area, and volume (capacity) within both systems. (339.01.c)	Student Edition: 613 Teacher Wraparound Edition: A 338; PC 312F
8.M.2.1.4	Given the formulas, find the circumference, perimeter, or area of triangles, circles, and quadrilaterals, and the volume and surface area of rectangular prisms. (341.01.e)	Student Edition: 122 #34, 314-318, 319-323, 325-329, 347-351, 363-365, 587 #42, 613, 632, 633, 634 Teacher Wraparound Edition: A 318; IE 315, 321, 336
8.M.2.1.5	Convert units of measurement within each system in problem solving situations. (339.01.e)	Student Edition: 158 #28, #29, 169 #20, 338 #27-#29, 604-607, 686-699 Teacher Wraparound Edition: DI 315
8.M.2.1.6	Solve problems involving area of circles and the perimeter and area of rectangles and triangles. (339.01.d)	Student Edition: 122 #34, 315-318, 320-323, 613 Teacher Wraparound Edition: A 318; IE 315, 316, 321

STANDARDS		PAGE REFERENCES
8.M.2.1.7	Use appropriate vocabulary and notations. (339.01.f)	Student Edition: 73, 94 #31, 319, 335, 358, 686-688 Teacher Wraparound Edition: DI 317, 320; IE 359
Goal 2.2: Apply the concepts of rates, ratios, and proportions.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.2.2.1	Use rates, proportions, ratios, and map scales in problem-solving situations. (339.03.a)	Student Edition: 156-159, 170-173, 182 #32, 184-187, 189 #3, #4, 190, 195 #3, 198, 200, 202 #6, 203 #14, 651 <i>Hands-On Lab</i> 183 <i>WebQuest</i> 153 Teacher Wraparound Edition: A 159, 173; DI 157; IE 185
8.M.2.2.2	Determine unit rates in real-world situations.	Student Edition: 156-159, 169 #24, 651 #2 Teacher Wraparound Edition: DI 157
Goal 2.3: Apply dimensional analysis.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.2.3.1	Illustrate the interrelationship of measurement units through dimensional analysis conversions. (339.04.a)	Student Edition: 73, 78
Standard 3: Concepts and Language of Algebra and Functions		
Students in Grade 8 translate simple word statements and story problems into algebraic expressions and equations. Students use the order of operations in evaluating basic algebraic expressions and students solve one- and two-step equations and inequalities. Students represent a set of data in a table, as a graph, and as a mathematical relationship.		
Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.3.1.1	Use variables in expressions, equations, and inequalities. (340.01.a)	Student Edition: 11-15, 37 #12-#14, 39-42, 47 #4-#9, 89 #4, 92-94, 202 #3, 492-493, 648 Teacher Wraparound Edition: B 39; IE 40, 93

STANDARDS		PAGE REFERENCES
8.M.3.1.2	Translate simple word statements and story problems into algebraic expressions and equations. (340.01.b)	Student Edition: 26 #29-#32, 39-42, 47 #10, #11, 48 #32-#41, 52 #32-#39, 56 #42-#45, 58 #7, 80 #49, 371, 473 #50-#53, 477 #47, 478-481, 506 #19-#21, 648 Teacher Wraparound Edition: A 42; B 39, 478; DI 40; IE 40, 479
8.M.3.1.3	Use symbols “<,” “>,” “=,” “≠,” “≤,” and “≥” to express relationships. (340.01.c)	Student Edition: 18, 20, 27 #48-#51, 32 #6-#8, 57 #6-#8, 67-68, 73 #4, 125, 129, 213 #57-#62, 492-495, 657 Teacher Wraparound Edition: IE 68, 493 Note: For a complete symbol list, see the final page at the back of the text.
Goal 3.2: Evaluate algebraic expressions.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.3.2.1	Use and apply the following properties in evaluating algebraic expressions: commutative, associative, identity, zero, inverse, distributive, and substitution. (340.02.a)	Student Edition: 13, 15 #58, 25, 31 #53, 32 #1, 58 #3, 59 #18, 75 #32-#34, 76, 126, 469 #1 Teacher Wraparound Edition: DI 133; IE 13
8.M.3.2.2	Use the order of operations in evaluating simple algebraic expressions. (340.02.b)	Student Edition: 11, 12, 14 #28-#29, 36 #7, 38 #49-#56, 55, 58 #2 Teacher Wraparound Edition: A 53; PS 57
8.M.3.2.3	Simplify algebraic expressions. (340.02.c)	Student Edition: 469-473, 477 #48-#51, 490 #7-#9, 657, 659 #14 Teacher Wraparound Edition: IE 471
Goal 3.3: Solve algebraic equations and inequalities.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.3.3.1	Solve one- and two-step equations and inequalities. (340.03.a)	Student Edition: 45-49, 50-53, 56, 57 #23-#28, 70 #40-#43, 92-95, 474-477, 479, 481 #26-#29, 490 #10-#15, 496-499, 500-504, 506 <i>The Game Zone</i> 491 Teacher Wraparound Edition: DI 475, 496; IE 497, 501-502

STANDARDS		PAGE REFERENCES
8.M.3.3.2	Match graphical representations with simple linear equations. (340.03.b)	Student Edition: 523, 534, 535, 536 #41 <i>Graphing Calculator Investigation</i> 532 Teacher Wraparound Edition: DI 523; IE 534
Goal 3.4: Understand the concept of functions.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.3.4.1	Extend patterns and identify a rule (function) that generates the pattern using rational numbers. (343.01.a)	Student Edition: 512-515, 518, 520 #26, 522, 525 #25, 530 #4-#6, 552, 553 <i>Hands-On Lab</i> 516
8.M.3.4.2	Use relationships to explain how a change in one quantity may result in a change in another, and identify the relationship as a positive, negative, or neither. (343.01.b)	Student Edition: 517, 522-525, 533-536, 539-542, 547 #39-#41, 557 #15 <i>Graphing Calculator Investigation</i> 543 <i>Hands-On Lab</i> 22, 521 Teacher Wraparound Edition: A 536; DI 523, 534; IE 540
8.M.3.4.3	Use appropriate vocabulary and notations. (343.01.c)	Student Edition: <i>Graphing Calculator Investigation</i> 543 <i>Hands-On Lab</i> 516 <i>New Vocabulary</i> 512, 517, 522 Teacher Wraparound Edition: A 536; DI 518; IE 513; PC 510F; PS 555; VB 510
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.3.5.1	Represent a set of data in a table, as a graph, and as a mathematical relationship. (343.02.a)	Student Edition: 497 #3, 498, 506 #27, #28, 517, 518, 522-525, 539-542, 544-547, 548-551, 553, 554, 557 #13 <i>Graphing Calculator Investigation</i> 532 <i>Hands-On Lab</i> 22, 516, 521 <i>The Game Zone</i> 531

STANDARDS		PAGE REFERENCES
Goal 3.6: Apply functions to a variety of problems.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.3.6.1	Use patterns and linear functions to represent and solve problems. (343.03.a)	Student Edition: 522-525, 553 #20-#23, 555 #8 <i>Hands-On Lab</i> 521 <i>The Game Zone</i> 531
Standard 4: Concepts and Principles of Geometry		
Students in Grade 8 describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. Students apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, angles, and shapes. Students identify and apply congruence, similarities, and line symmetry of shapes.		
Goal 4.1: Apply concepts of size, shape, and spatial relationships.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.4.1.1	Describe and classify relationships among types of one-, two-, and three-dimensional geometric figures, using their defining properties. (341.01.a)	Student Edition: 140 #20, 256-260, 262-265, 272-275, 331-334, 364 <i>Hands-On Lab</i> 330 <i>The Game Zone</i> 285, 341 Teacher Wraparound Edition: A 259, 275; DI 273; IE 332; PC 254F
8.M.4.1.2	Draw and measure various angles and shapes using appropriate tools. (341.01.b)	Student Edition: 256-260, 262-265, 272-275, 615 <i>Hands-On Lab</i> 261, 278, 346 <i>WebQuest</i> 253 Teacher Wraparound Edition: A 259; DI 257, 263, 280; PS 367; TNT 281
8.M.4.1.3	Apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, and angles. (341.01.c)	Student Edition: 48 #36, 179, 256-260, 262-265, 270 #24-#27 <i>Hands-On Lab</i> 261, 278 <i>WebQuest</i> 253 Teacher Wraparound Edition: A 259, 265; DI 257; IE 257, 263; PC 254F
8.M.4.1.4	Identify and model the effects of reflections, translations, rotations, and scaling on various shapes. (341.01.g)	Student Edition: 184-187, 200, 203 #17, 290-294, 296-299, 300-303, 304-305, 311 #17 Teacher Wraparound Edition: B 290; IE 291, 297, 301

STANDARDS		PAGE REFERENCES
8.M.4.1.5	Identify congruence, similarities, and line symmetry of shapes. (341.01.d)	<p>Student Edition: 178-182, 187 #25, 199, 203 #13, 279-282, 284 #8, 286-289, 294 #37, 307 #21-#24, 309 #11-#12, 311 #14</p> <p><i>Hands-On Lab</i> 283 <i>Spreadsheet Investigation</i> 356-357 <i>WebQuest</i> 153, 253</p> <p>Teacher Wraparound Edition: A 282, 289; B 178; DI 287; IE 179, 180; PS 201</p>
8.M.4.1.6	Explain the concept of surface area and volume (capacity). (341.01.f)	<p>Student Edition: 369 #17</p> <p><i>Spreadsheet Investigation</i> 356-357</p> <p>Teacher Wraparound Edition: PS 367; TNT 347</p>
8.M.4.1.7	Use appropriate vocabulary and symbols. (341.01.h)	<p>Student Edition: 181 #2, 184-187, 256-260, 265, 272-275, 286, 290, 296, 300</p> <p><i>Hands-On Lab</i> 183 <i>New Vocabulary</i> 178, 256 <i>Problem-Solving Strategy</i> 176-177 <i>Study Skill</i> 295 <i>WebQuest</i> 153, 253</p>
Goal 4.2: Apply the geometry of right triangles.		
No objectives at this grade level.		
Goal 4.3: Apply graphing in two dimensions.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.4.3.1	Identify and plot points on a coordinate plane. (341.03.a)	<p>Teacher Wraparound Edition: A 182; DI 189, 195, 263; IE 195, 257; PS 201; VB 254</p>

STANDARDS		PAGE REFERENCES
Standard 5: Data Analysis, Probability, and Statistics		
Students in Grade 8 analyze and interpret tables, charts and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots. Students collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, line graphs, line plots, bar graphs, histograms, and stem-and-leaf plots. Students choose and calculate the appropriate measure of central tendency – mean, median, and mode. Students recognize equally likely outcomes and make predictions based on experimental and theoretical probabilities.		
Goal 5.1: Understand data analysis.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.5.1.1	Analyze and interpret tables, charts, and graphs, including frequency tables, scatter plots, broken line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots. (342.01.a)	Student Edition: 420-424, 426-429, 440 #9-#10, 458-459, 539-542, 554, 602-603 <i>Graphing Calculator Investigation</i> 425, 543 <i>Hands-On Lab</i> 22, 434 <i>Problem-Solving Strategy</i> 418-419 Teacher Wraparound Edition: A 419, 429; B 426; DI 427; IE 418, 427; PS 461
8.M.5.1.2	Explain and justify conclusions drawn from tables, charts, and graphs. (342.01.b)	Student Edition: 70 #35, 95 #32, #33, 224 #20, 251 #16, 310 #5, 437 #6, #7, 449 #15-#18 <i>Problem-Solving Strategy</i> 418-419, 537-538 <i>WebQuest</i> 3, 371 Teacher Wraparound Edition: B 426, 430; DI 418, 537
8.M.5.1.3	Use appropriate vocabulary and notations. (342.01.c)	Student Edition: 406-407, 416, 420, 426, 430-433, 446, 602 <i>Graphing Calculator Investigation</i> 425 <i>Problem-Solving Strategy</i> 418 <i>Review Vocabulary</i> 420, 426, 430

STANDARDS		PAGE REFERENCES
Goal 5.2: Collect, organize, and display data.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.5.2.1	Collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, broken line graphs, line plots, bar graphs, histograms, and stem-and-leaf plots. (342.02.a)	Student Edition: 420-424, 426-429, 430-433 <i>Graphing Calculator Investigation</i> 425 <i>Hands-On Lab</i> 434 <i>Problem-Solving Strategy</i> 418-419 <i>WebQuest</i> 3, 153, 371 Teacher Wraparound Edition: B 420, 426; IE 421, 422, 427, 428, 431; TNT 431
Goal 5.3: Apply simple statistical measurements.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.5.3.1	Choose and calculate the appropriate measure of central tendency – mean, median, and mode. (342.03.a)	Student Edition: 435-438, 445 #28, #29, 449 #24, 451 #2, 453 #8-#12, 461 #7-#12, 463 #14, 656 #6-#7, #10, #11 <i>Spreadsheet Investigation</i> 439 <i>The Game Zone</i> 441 Teacher Wraparound Edition: A 437; DI 436, 451; IE 436, 451
8.M.5.3.2	Explain the significance of distribution of data, including range, frequency, gaps, and clusters. (342.03.b)	Student Edition: 442-445 (range) <i>Problem-Solving Strategy</i> 418 Also see <i>Mathematics: Applications and Concepts Course 2</i> © 2006 pages 54-55, 64-65.
Goal 5.4: Understand basic concepts of probability.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.5.4.1	Model situations of probability using simulations. (342.04.a)	Student Edition: <i>Graphing Calculator Investigation</i> 404-405
8.M.5.4.2	Recognize equally likely outcomes. (342.01.c)	Student Edition: 374-377 Teacher Wraparound Edition: B 374; IE 375
8.M.5.4.3	Explain that probability ranges from 0% to 100% and identify a situation as having high or low probability.	Student Edition: 374-375 Teacher Wraparound Edition: B 374

STANDARDS		PAGE REFERENCES
8.M.5.4.4	Use the language of probability. (342.04.b)	Student Edition: <i>Math Symbols</i> 384, 388 <i>New Vocabulary</i> 374, 380, 384, 388, 400 <i>Reading Math</i> 375, 385, 389 <i>Study Tips</i> 404 Teacher Wraparound Edition: A 391; VB 372
Goal 5.5: Make predictions or decisions based on data.		
Objective(s): By the end of Grade 8, the student will be able to:		
8.M.5.5.1	Make predictions based on experimental and theoretical probabilities. (342.05.a)	Student Edition: 400-403, 406-409, 412 #42-#47, 424 #27 <i>WebQuest</i> 371 Teacher Wraparound Edition: DI 400; IE 401
8.M.5.5.2	Conduct statistical experiments and interpret results using tables, charts, or graphs. (342.05.c)	Student Edition: 406-409, 412 <i>Hands-On Lab</i> 434
8.M.5.5.3	Use appropriate vocabulary and notations. (342.05.b)	Student Edition: <i>New Vocabulary</i> 400, 406 Teacher Wraparound Edition: B 400; DI 400; IE 401