



# Math Connects

Concepts, Skills, and Problem Solving

Course 1

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## STANDARDS

## PAGE REFERENCES

**Process Standard A: Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts in order to:**

- **Formulate their own problems**
- **Find solutions to problems from everyday situations**
- **Develop and apply strategies to solve a variety of problems**
- **Integrate mathematical reasoning, communication and connections**

- Generalize solutions and apply previous knowledge to new problem solving situations

**Student Edition:**

24-27, 31 #53, 36 #53

*Mid-Chapter Quiz* 41 #1-#2

*Problem-Solving Investigation* 54-55, 184-185, 661-662

*Study Guide and Review* 69 #1-#2

**Teacher Wraparound Edition:**

A 27; SC 24, 298

- Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem

**Student Edition:**

24-27, 31 #53, 36 #53, 149 #32

*Mid-Chapter Quiz* 41 #1-#2

*Problem-Solving Investigation* 54-55, 78-79, 184-185, 214-215, 254-255, 341-342, 399-400, 442-443, 500-501, 546-547, 592-593, 661-662

*Study Guide and Review* 69 #1-#2

**Teacher Wraparound Edition:**

AE 25-26; SC 24, 54, 298

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Apply problem solving strategies until a solution is found or it is clear that no solution exists</li> </ul>	<p><b>Student Edition:</b>  24-27, 31 #53, 36 #53, 149 #32  <i>Mid-Chapter Quiz</i> 41 #1-#2  <i>Problem-Solving Investigation</i> 54-55, 78-79, 184-185, 214-215, 254-255, 341-342, 399-400, 442-443, 500-501, 546-547, 592-593, 661-662  <i>Study Guide and Review</i> 69 #1-#2</p> <p><b>Teacher Wraparound Edition:</b>  AE 25-26; SC 24, 54</p>
<ul style="list-style-type: none"> <li>Interpret and solve a variety of mathematical problems by paraphrasing</li> </ul>	<p><b>Student Edition:</b>  33, 149 #33  <i>Reading to Solve Problems</i> 56</p> <p><b>Teacher Wraparound Edition:</b>  F 56; T 56</p>
<ul style="list-style-type: none"> <li>Identify necessary and extraneous information</li> </ul>	<p><b>Student Edition:</b>  24-27, 31 #53  <i>Mid-Chapter Quiz</i> 41 #1-#2  <i>Extra Practice</i> 672</p>
<ul style="list-style-type: none"> <li>Check the reasonableness of a solution</li> </ul>	<p><b>Student Edition:</b>  156 Ex #2, 157 Ex #3-#4, 158 Ex 5, 169 Ex #1-#2, 173 Ex #1, 174 Ex #2, 423 #47, 456-458  <i>Study Tip</i> 50, 541  <i>Problem-Solving Investigation</i> 184-185  <i>Study Guide and Review</i> 188 Ex #8-#9</p> <p><b>Teacher Wraparound Edition:</b>  A 458; AE 456</p>
<ul style="list-style-type: none"> <li>Apply technology as a tool in problem solving situations</li> </ul>	<p><b>Student Edition:</b>  <i>Study Tip</i> 33  <i>Graphing Calculator Lab</i> 47-48, 328, 354  <i>Spreadsheet Lab</i> 86-87, 107</p> <p><b>Teacher Wraparound Edition:</b>  CE 47; EA 112; T 86, 107; TNT 48, 87, 90; TT 107</p>

## STANDARDS

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**Process Standard B: Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing in order to:**

- Translate information into mathematical language and symbols
- Process information mathematically
- Present results in written, oral, and visual formats
- Discuss and exchange ideas about mathematics as a part of learning
- Read a variety of fiction and nonfiction texts to learn about mathematics
- Use mathematical notation to communicate and explain problems

<ul style="list-style-type: none"> <li>• Use formulas, algorithms, inquiry, and other techniques to solve mathematical problems</li> </ul>	<p><b>Student Edition:</b> 63-67, 379 #34, 458 #27-#29, 522-526, 528-533, 534-538, 540-544, 548-553, 555-559, 636-641, 658 Ex #3 <i>Study Guide and Review</i> 73 #47-#48, 561-564 <i>Practice Test</i> 73 #19-#20, 565 <i>Test Practice</i> 74 #3 <i>Measurement Lab</i> 520-521, 539, 560</p> <p><b>Teacher Wraparound Edition:</b> AE 64, 523; SC 63; TNT 523, 552</p>
<ul style="list-style-type: none"> <li>• Evaluate written and oral presentations in mathematics</li> </ul>	<p><b>Student Edition:</b> 37-40, 42-46, 67 #30, 88-91, 343-348, 369 #40, 458 #30, 533 #37 <i>Mid-Chapter Quiz</i> 41 <i>Reading to Solve Problems</i> 56 <i>Algebra Lab</i> 61-62 <i>Problem-Solving Investigation</i> 341</p> <p><b>Teacher Wraparound Edition:</b> A 40, 62, 342; T 56</p>
<ul style="list-style-type: none"> <li>• Identify and translate key words and phrases that imply mathematical operations</li> </ul>	<p><b>Student Edition:</b> 37-40, 42-46, 53 #34 <i>Study Tip</i> 43, 315, 366, 652 <i>Reading to Solve Problems</i> 56, 269 <i>Algebra Lab</i> 61-62</p> <p><b>Teacher Wraparound Edition:</b> T 269</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Model and explain mathematical relationships using oral, written, graphic, and algebraic methods</li> </ul>	<p><b>Student Edition:</b> 42-46, 49-53, 63-67, 88-91, 114-118, 632-635, 636-641 <i>Graphing Calculator Lab</i> 47-48 <i>Algebra Lab</i> 61-62, 641-643, 650, 655-656 <i>Problem-Solving Investigation</i> 78-79</p> <p><b>Teacher Wraparound Edition:</b> A 67; DI 51; FMC 43; SC 42, 92, 114; TNT 90</p>
<ul style="list-style-type: none"> <li>Use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems</li> </ul>	<p><b>Student Edition:</b> 42-46, 53 #28, 88-91, 114-118, 441 #32, 498 #32, 631 #7, 640 #49 <i>Algebra Lab</i> 61 <i>Statistics Lab</i> 119-120 <i>Problem-Solving Investigation</i> 184 #2 <i>Measurement Lab</i> 430-431</p> <p><b>Teacher Wraparound Edition:</b> A 118; AE 115-116; SC 42, 114</p>
<p><b>Process Standard C:</b> Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas in order to:</p> <ul style="list-style-type: none"> <li>Reinforce and extend their logical reasoning abilities</li> <li>Reflect on, clarify, and justify their thinking</li> <li>Ask questions to extend their thinking</li> <li>Use patterns and relationships to analyze mathematical situations</li> <li>Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize and apply deductive and inductive reasoning</li> </ul>	<p><b>Student Edition:</b> 124 #32, #34, 148 #30, 428 #47, 498 #26-#30 <i>Statistics Lab</i> 119-120 <i>Problem-Solving Investigation</i> 184-185</p> <p><b>Teacher Wraparound Edition:</b> A 120, 185; AE 184; EA 267</p>
<ul style="list-style-type: none"> <li>Review and refine the assumptions and steps used to derive conclusions in mathematical argument</li> </ul>	<p><b>Student Edition:</b> 114-118, 263-268, 273 #26, 338 #32-#35 <i>Math Lab</i> 155, 167-168, 261-262, 364, 430-431, 576 <i>Get Ready for the Lesson</i> 156, 169 <i>Mini Lab</i> 270</p> <p><b>Teacher Wraparound Edition:</b> EA 267; SC 263; T 261</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Justify answers and the steps taken to solve problems with and without manipulatives and physical models</li> </ul>	<p><b>Student Edition:</b>  114-118, 263-268, 273 #26, 338 #32-#35  <i>Math Lab</i> 155, 167-168, 261-262, 364, 430-431, 576  <i>Get Ready for the Lesson</i> 156, 169  <i>Mini Lab</i> 270</p> <p><b>Teacher Wraparound Edition:</b>  DI 172; SC 270; T 364</p>
<p><b>Process Standard D:</b> Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole in order to:</p> <ul style="list-style-type: none"> <li>Link new concepts to prior knowledge</li> <li>Identify relationships between content strands</li> <li>Integrate mathematics with other disciplines</li> <li>Allow the flexibility to approach problems in a variety of ways within and beyond the field of mathematics</li> </ul>	
<ul style="list-style-type: none"> <li>Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics</li> </ul>	<p><b>Student Edition:</b>  63-67, 114-118, 197-198, 225-228, 229-232, 233-237, 587  <i>Algebra Lab</i> 61-62  <i>Problem-Solving Investigation</i> 184-185, 214-215  <i>Geometry Lab</i> 485</p> <p><b>Teacher Wraparound Edition:</b>  A 201, 369; DI 116, 227; FMC 198</p>
<ul style="list-style-type: none"> <li>Use manipulatives and physical models to explain the relationships between concepts and procedures</li> </ul>	<p><b>Student Edition:</b>  138-141, 256-260, 263-268, 365-369, 474-478  <i>Math Lab</i> 155, 177-178, 202-203, 261-262, 364  <i>Real-World Link</i> 497  <i>Algebra Lab</i> 576</p> <p><b>Teacher Wraparound Edition:</b>  DI 266; SC 209, 365; T 261, 364</p>
<ul style="list-style-type: none"> <li>Use the connections among mathematical topics to develop multiple approaches to problems</li> </ul>	<p><b>Student Edition:</b>  197-199, 209-212, 216-219, 577-581, 582-586  <i>Statistics Lab</i> 119-120</p> <p><b>Teacher Wraparound Edition:</b>  A 201; FMC 198, 210, 217</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science</li> </ul>	<p><b>Student Edition:</b> 45 #45, 50 Ex #3, 60 #40, 81-85, 505 #15-#16, 506 #25, 588 Ex #5, 597 #28-#30, 599-603 <i>Real-World Link</i> 488</p> <p><b>Teacher Wraparound Edition:</b> DI 123, 266; SC 263, 298</p>
<ul style="list-style-type: none"> <li>Identify, explain, and apply mathematics in everyday life</li> </ul>	<p><b>Student Edition:</b> 52 #19-#23, 60 #41, 96-100, 114-118, 166 #49-#50, 455-458, 556 Ex #2 <i>Problem-Solving Investigation</i> 78-79, 184-185, 593 #14 <i>Statistics Lab</i> 119-120 <i>Measurement Lab</i> 459-460</p> <p><b>Teacher Wraparound Edition:</b> AE 315-316, 323-324, 402-403; SC 314, 401</p>
<p><b>Grade 6</b></p>	
<p><b>1.0 Numbers, Number Sense, and Computation</b></p>	
<p><b>Content Standard 1.0</b> Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.</p> <p><b>At a minimum, students will maintain previous skills and attain the following:</b></p>	
<p>1.6.1 Identify and use place value positions to thousandths.</p>	<p><b>Student Edition:</b> 138-141, 142-145, 146-149, 154 #39, 160 #50 <i>Mid-Chapter Quiz</i> 161 #1-#18 <i>Study Guide and Review</i> 187 <i>Practice Test</i> 191 #1-#10 <i>Get Ready</i> 195 #11-#14</p> <p><b>Teacher Wraparound Edition:</b> 138b AE 139, 143; DI 144; SC 138, 142</p>

STANDARDS	PAGE REFERENCES
<p>1.6.2 Add and subtract fractions with unlike denominators.</p>	<p><b>Student Edition:</b> 263-268, 270-274, 286 #54 <i>Math Lab</i> 261-262 <i>Reading to Solve Problems</i> 269 <i>Mid-Chapter Quiz</i> 275 #13-#20 <i>Study Guide and Review</i> 304-305 <i>Practice Test</i> 307 #7-#12</p> <p><b>Teacher Wraparound Edition:</b> 263b AE 264-265; DI 266; FMC 264; SC 263</p>
<p>Multiply and divide with fractions using models, drawings, and numbers.</p>	<p><b>Student Edition:</b> 282-286, 287-290, 291-297, 298-301 <i>Math Lab</i> 280-281 <i>Study Guide and Review</i> 305-306 <i>Practice Test</i> 307 #14-#25</p> <p><b>Teacher Wraparound Edition:</b> 282b, 287b, 291b, 298b A 286; AE 283, 299; EA 285; SC 287, 298; TNT 283</p>
<p>Use models to translate among fractions, decimals, and percents.</p>	<p><b>Student Edition:</b> 225-228, 229-232, 237 #41-#43, 365-369, 375 #20-#22, #26-#29, 377-380, 386 #41, 393 #31 <i>Study Guide and Review</i> 241-242, 407-408 <i>Practice Test</i> 243 #17-#20, 411 <i>Math Lab</i> 364 <i>Reading to Solve Problems</i> 376 <i>Mid-Chapter Quiz</i> 388</p> <p><b>Teacher Wraparound Edition:</b> SC 365, 377; TNT 225</p>
<p>1.6.3 Read, write, compare, and order groups of fractions, groups of decimals, and groups of percents.</p>	<p><b>Student Edition:</b> 138-141, 142-145, 149 #36-#39, 154 # 40, 166 #52-#54, 220-224, 375 #25, 379 #35-#37, #39 <i>Mid-Chapter Quiz</i> 161 #1-#14 <i>Study Guide and Review</i> 187, 241 <i>Practice Test</i> 191 #1-#8</p> <p><b>Teacher Wraparound Edition:</b> 142b, 220b A 145; AE 143, 221; DI 144; SC 142</p>

STANDARDS	PAGE REFERENCES
<p>1.6.5 Identify equivalent expressions between and among fractions, decimals, and percents.</p>	<p><b>Student Edition:</b> 204-208, 212 #36-#38, 225-228, 229-232, 268 #59-#62 <i>Math Lab</i> 202-203 <i>Mid-Chapter Quiz</i> 213 #6-#12 <i>Study Guide and Review</i> 239, 241-242</p> <p><b>Teacher Wraparound Edition:</b> AE 205-206, 226; DI 207; FMC 205; SC 204</p>
<p>1.6.6 Estimate using fractions, decimals, and percents.</p>	<p><b>Student Edition:</b> 146-149, 150-154, 160 #47-#50, 249-253, 276-279, 286 #50-#53, 401-405 <i>Mid-Chapter Quiz</i> 161 #15-#21, 275 #1-#5 <i>Math Lab</i> 248 <i>Study Guide and Review</i> 303, 305, 410 <i>Practice Test</i> 307, 411 #22-#25</p> <p><b>Teacher Wraparound Edition:</b> AE 147, 151, 250-251, 277; FMC 152; SC 146, 150</p>
<p>Use estimation strategies in mathematical and practical situations.</p>	<p><b>Student Edition:</b> 146-149, 150-154, 160 #47-#50, 249-253, 276-279, 286 #50-#53, 401-405 <i>Mid-Chapter Quiz</i> 161 #15-#21, 275 #1-#5 <i>Math Lab</i> 248 <i>Study Guide and Review</i> 303, 305, 410 <i>Practice Test</i> 307, 411 #22-#25</p> <p><b>Teacher Wraparound Edition:</b> AE 147, 151, 250-251, 277; FMC 152; SC 146, 150</p>
<p>1.6.7 Calculate using fractions, decimals, and percents in mathematical and practical situations.</p>	<p><b>Student Edition:</b> 156-160, 163-166, 169-172, 173-176, 179-183, 256-260, 263-268, 270-274, 282-286, 287-290, 293-297, 298-301, 365-375, 377-380 <i>Math Lab</i> 155, 162, 167-168, 177-178, 261-262, 280-281, 291-292 <i>Reading to Solve Problems</i> 269 <i>Mid-Chapter Quiz</i> 275</p> <p><b>Teacher Wraparound Edition:</b> 156b, 163b, 256b, 263b, 270b A 160, 166; AE 157, 170, 299; FMC 174; SC 173, 298</p>

STANDARDS	PAGE REFERENCES
Use order of operations to evaluate expressions with integers.	<p><b>Student Edition:</b>  37-40, 42-46, 53 #31-#34, 77 #15-#20, 577-581, 582-586, 598 #37  <i>Mid-Chapter Quiz</i> 41 #13-#17  <i>Study Guide and Review</i> 70  <i>Practice Test</i> 73</p> <p><b>Teacher Wraparound Edition:</b>  37b  A 40; AE 38; SC 37; TNT 39</p>
1.6.8 Use the concepts of number theory, including prime and composite numbers, factors, multiples, and the rules of divisibility to solve problems.	<p><b>Student Edition:</b>  28-31, 34 Ex 4-6, #7-#9, 35 #26-#33, 36 #48-#52, 40 #36-#39, 195 #8-#10, 198 Ex 3, 217 Ex 2-3, 219 #23, 333 #31-#34  <i>Mid-Chapter Quiz</i> 41 #3-#6  <i>Study Guide and Review</i> 69 #8-#13, 239 Ex 1, 240 Ex 7  <i>Practice Test</i> 73 #2-#5  <i>Test Practice</i> 74 #5, 361 #10</p> <p><b>Teacher Wraparound Edition:</b>  A 31; AE 29; FMC 29; SC 28</p>
<p><b>2.0 Patterns, Functions, and Algebra</b></p>	
<p><b>Content Standard 2.0</b> Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.</p> <p><b>At a minimum, students will maintain previous skills and attain the following:</b></p>	
2.6.1 Use and create tables and charts to extend a pattern in order to describe a rule for input/output tables and to find missing terms in a sequence.	<p><b>Student Edition:</b>  49-53, 60 #41, 67 #36-#37, 343-348  <i>Graphing Calculator Lab</i> 47-48  <i>Problem-Solving Investigation</i> 55 #10-#12, 341-342, 662 #7, #9  <i>Study Guide and Review</i> 71, 357-358  <i>Practice Test</i> 73</p> <p><b>Teacher Wraparound Edition:</b>  AE 50, 344-345; DI 51; SC 49, 343; TNT 51</p>

STANDARDS	PAGE REFERENCES
<p>2.6.2 Evaluate formulas and algebraic expressions using whole values.</p>	<p><b>Student Edition:</b> 42-46, 53 #31-#33, 60 #42-#44, 63-67, 343-348, 636-641, 648 #36, 654 #39 <i>Algebra Lab</i> 61 <i>Study Guide and Review</i> 70-72, 664 #18-#28 <i>Practice Test</i> 73 #9-#11, #19-#20, 359 #17 <i>Mid-Chapter Quiz</i> 649 #11-#19 <b>Teacher Wraparound Edition:</b> 42b A 46; AE 43; FMC 43, 344; SC 42</p>
<p>Solve and graphically represent equations and simple inequalities in one variable.</p>	<p><b>Student Edition:</b> 57-60, 67 #33-#37, 349-353, 644-648, 651-654, 657-660, 749-750 <i>Study Guide and Review</i> 71-72, 358, 665-666 <i>Graphing Calculator Lab</i> 354 <i>Algebra Lab</i> 642-643, 650, 655-656 <i>Mid-Chapter Quiz</i> 649 #20-#25 <b>Teacher Wraparound Edition:</b> A 60; AE 58, 350-351; SC 57</p>
<p>2.6.3 Write simple expressions and equations using variables to represent mathematical situations.</p>	<p><b>Student Edition:</b> 9, 42-46, 49-53, 57-60, 632-635, 636-641, 644-648, 651-654, 657-660 <i>Algebra Lab</i> 61-62 <i>Study Guide and Review</i> 70 #29, 71 #35-#36, 664-666 <i>Practice Test</i> 73 #15-#16, #20, 667 <i>Mid-Chapter Quiz</i> 649 <b>Teacher Wraparound Edition:</b> AE 43, 638, 646, 652, 658; SQ 42, 49, 57, 657</p>
<p>2.6.4 When given a rule relating two variables, create a table and represent the ordered pairs on a coordinate plane.</p>	<p><b>Student Edition:</b> 49-53, 233-237 <i>Graphing Calculator Lab</i> 47-48 <i>Study Guide and Review</i> 242 <i>Practice Test</i> 243 <b>Teacher Wraparound Edition:</b> A 237; AE 50, 234-235; PAA 235; SC 233</p>

STANDARDS	PAGE REFERENCES
<p><b>3.0 Measurement</b></p>	
<p><b>Content Standard 3.0</b> Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.</p> <p><b>At a minimum, students will maintain previous skills and attain the following:</b></p>	
<p>3.6.1 Estimate and compare corresponding units of measure for temperature, length, and weight/mass between customary and metric systems.</p>	<p><b>Student Edition:</b> 418-423, 424-429, 436 #42-#45, 445-449, 454 #34-#36, 455-458 <i>Measurement Lab</i> 430-431 <i>Mid-Chapter Quiz</i> 444 #1-#12 <i>Study Guide and Review</i> 462-463 <i>Practice Test</i> 465 #1-#13 <b>Teacher Wraparound Edition:</b> 418b, 424b, 445b A 423, 449; AE 419-420, 425-426, 446; SQ 445</p>
<p>3.6.2 Given two measurements of the same object, select the one that is more precise.</p>	<p><b>Student Edition:</b> <i>Mini Lab</i> 418 <i>Measurement Lab</i> 459-460 <b>Teacher Wraparound Edition:</b> FMC 419; SC 418</p>
<p>Explain how the size of the unit of measure used affects precision.</p>	<p><b>Student Edition:</b> <i>Problem-Solving Investigation</i> 442-443 <i>Measurement Lab</i> 459-460 <b>Teacher Wraparound Edition:</b> SC 442; T 459</p>
<p>3.6.3 Select, model, and apply formulas to find the perimeter, circumference, and area of plane figures.</p>	<p><b>Student Edition:</b> 63-67, 522-526, 528-533, 534-538, 540-544, 555-559, LA15-LA19 <i>Measurement Lab</i> 527, 539, 560 <i>Mid-Chapter Quiz</i> 545 <i>Geometry Lab</i> 554 <i>Study Guide and Review</i> 561-564 <i>Practice Test</i> 565 <b>Teacher Wraparound Edition:</b> 63b, 522b, 528b, 534b AE 523, 535-536; FMC 523; SC 522, 529; TNT 524</p>

STANDARDS	PAGE REFERENCES
<p>3.6.4 Compare and use unit cost in practical situations.</p>	<p><b>Student Edition:</b> 314-319, 327 #29-#31, 329-333 <i>Mid-Chapter Quiz</i> 340 #3-#6 <i>Study Guide and Review</i> 356 <i>Practice Test</i> 359 #5-#8</p> <p><b>Teacher Wraparound Edition:</b> AE 316; EA 318; FMC 315</p>
<p>3.6.5 Write and apply ratios in mathematical and practical problems involving measurement and monetary conversions.</p>	<p><b>Student Edition:</b> 314-319, 322-327, 333 #29-#30, 339 #41 <i>Math Lab</i> 320-321 <i>Graphing Calculator Lab</i> 328 <i>Mid-Chapter Quiz</i> 340 #1-#7 <i>Study Guide and Review</i> 356 <i>Practice Test</i> 359 #1-#7</p> <p><b>Teacher Wraparound Edition:</b> 314b A 319; AE 315-316, 323-324; FMC 315; PAA 316; SC 314, 322</p>
<p>3.6.6 Use equivalent periods of time to solve practical problems.</p>	<p><b>Student Edition:</b> 450-454, 458 #33 <i>Study Guide and Review</i> 464 <i>Practice Test</i> 465</p> <p><b>Teacher Wraparound Edition:</b> A 454; AE 451-452; FMC 451; SC 450</p>
<p><b>4.0 Spatial Relationships, Geometry, and Logic</b></p>	
<p><b>Content Standard 4.0</b> Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.</p> <p><b>At a minimum, students will maintain previous skills and attain the following:</b></p>	
<p>4.6.1 Measure angles using a protractor.</p>	<p><b>Student Edition:</b> 470-473, 474-478, 484 #43-#45 <i>Mid-Chapter Quiz</i> 492 <i>Study Guide and Review</i> 510 <i>Practice Test</i> 515</p> <p><b>Teacher Wraparound Edition:</b> 470b A 473; AE 471; DI 473</p>

STANDARDS	PAGE REFERENCES
Identify, classify, compare and draw regular and irregular quadrilaterals.	<b>Student Edition:</b> 494-499 <i>Geometry Lab</i> 493 <i>Study Guide and Review</i> 513 <i>Practice Test</i> 515 <b>Teacher Wraparound Edition:</b> A 499; AE 495-496; FMC 495; SC 494
Identify, draw, and use central angles to represent fractions of a circle.	<b>Student Edition:</b> 370-375, 380 #44, 385 #29-#31, LA15-LA19 <i>Mid-Chapter Quiz</i> 388 <i>Study Guide and Review</i> 407 <b>Teacher Wraparound Edition:</b> A 375; AE 371; FMC 371; SC 370
4.6.2 Determine actual measurements represented on scale drawings.	<b>Student Edition:</b> 747
Convert actual measurements to scale.	<b>Student Edition:</b> 747
4.6.3 Using a coordinate plane, identify and locate points.	<b>Student Edition:</b> 233-237, 599-603, 609 #38-#41, 614 #31-#34 <i>Test Practice</i> 73 #9-#20 <i>Study Guide and Review</i> 242, 623 <i>Practice Test</i> 243 #21-#25, 625 #20-#25 <b>Teacher Wraparound Edition:</b> 233b, 599b A 237; AE 234-235, 600; FMC 600; PAA 603; SQ 599
Graph coordinates representing geometric shapes in all four quadrants on a coordinate plane.	<b>Student Edition:</b> 604-609, 610-614, 615-619 <i>Study Guide and Review</i> 623-624 <i>Practice Test</i> 625 <b>Teacher Wraparound Edition:</b> A 609, 613; AE 605-606, 611, 616; SC 604; TNT 607
4.6.4 Make a model of a three-dimensional prism from a two-dimensional drawing.	<b>Student Edition:</b> 555-559 <i>Problem-Solving Investigation</i> 546-547 <i>Geometry Lab</i> 554 <b>Teacher Wraparound Edition:</b> A 559; SC 555; T 555

STANDARDS	PAGE REFERENCES
Make a two-dimensional drawing of a three-dimensional prism.	<b>Student Edition:</b> 555-559 <b>Teacher Wraparound Edition:</b> A 559; PAA 559
4.6.5 Model slope (pitch, angle of inclination) using concrete objects and practical examples.	See Glencoe's <i>Math Connects: Concepts, Skills, and Problem Solving Course 2</i> © 2009. <b>Student Edition:</b> 293-297
4.6.6 Draw, identify, and find measures of complementary and supplementary angles using arithmetic and geometric methods.	<b>Student Edition:</b> 479-484, 491 #39, 499 #38-#40 <i>Mid-Chapter Quiz</i> 492 #9-#12 <i>Study Guide and Review</i> 511 <i>Practice Test</i> 515 <b>Teacher Wraparound Edition:</b> A 484; AE 480-481; FMC 480; T 479
4.6.7 Determine the measure of missing angles of triangles based on the Triangle Sum Theorem.	<b>Student Edition:</b> 486-491, 499 #35-#37 <i>Geometry Lab</i> 485 <i>Mid-Chapter Quiz</i> 492 #15 <i>Study Guide and Review</i> 512 <i>Practice Test</i> 515 <b>Teacher Wraparound Edition:</b> AE 487-488; SC 486; TNT 490
4.6.8 Construct circles, angles, and triangles based on given measurements using a variety of methods and tools including compass, straight edge, paper folding, and technology.	<b>Student Edition:</b> 470-473, 474-478, 486-491, 507 #35 <i>Mid-Chapter Quiz</i> 492 #6-#8 <i>Study Guide and Review</i> 510 <b>Teacher Wraparound Edition:</b> 474b A 478; AE 475; SC 474, 486
4.6.9 Identify counterexamples to disprove a conditional statement.	<b>Student Edition:</b> 118 #15, 124 #32, 219 #24, 228 #37, 285 #42-#44 <b>Teacher Wraparound Edition:</b> EA 36, 52, 267, 274, 319; SC 37

STANDARDS	PAGE REFERENCES
<p><b>5.0 Data Analysis</b></p>	
<p><b>Content Standard 5.0</b> Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.</p>	
<p><b>At a minimum, students will maintain previous skills and attain the following:</b></p>	
<p>5.6.1 Pose questions that guide the collection of data.</p>	<p><b>Student Edition:</b> 84 #11, 91 #20, 95 #17, 99 #19, 112 #17 <i>Spreadsheet Lab</i> 87 #2 <i>Statistics Lab</i> 119-120 <b>Teacher Wraparound Edition:</b> A 120; T 119</p>
<p>Organize and represent data using a variety of graphical representations including circle graphs and scatter plots.</p>	<p><b>Student Edition:</b> 81-85, 88-91, 100 #26-#27, 118 #23-#24, 370-375, 377, 380 #44, 386 #42, LA25-LA28 <i>Spreadsheet Lab</i> 86-87 <i>Mid-Chapter Quiz</i> 101 #4, 388 #8-#10 <i>Study Guide and Review</i> 407 <i>Practice Test</i> 411 #8-#9 <b>Teacher Wraparound Edition:</b> 81b, 370b A 375; AE 82-83, 371-372; DI 373; SC 370</p>
<p>5.6.2 Select and apply the measures of central tendency to describe data.</p>	<p><b>Student Edition:</b> 102-106, 108-113, 118 #20-#22, 125 #39-#40 <i>Spreadsheet Lab</i> 107 <i>Study Guide and Review</i> 129 #23-#28 <i>Practice Test</i> 131 #10-#11 <b>Teacher Wraparound Edition:</b> 102b, 108b A 106; AE 103, 109-110; FMC 103; SC 102, 108</p>
<p>5.6.3 Analyze the effect a change of graph type has on the interpretation of a set of data.</p>	<p><b>Student Edition:</b> 95 #18, 114-118 <i>Spreadsheet Lab</i> 86-87 <i>Study Guide and Review</i> 130 <i>Practice Test</i> 131 #12-#13 <b>Teacher Wraparound Edition:</b> A 118; FMC 115</p>

STANDARDS	PAGE REFERENCES
Interpret data and make predictions using circle graphs and scatter plots.	<p><b>Student Edition:</b> 88-91, 95 #21-#24, 100 #26-#27, 114-118, 370-375, 380 #44 <i>Study Guide and Review</i> 128 <i>Get Ready for the Lesson</i> 377</p> <p><b>Teacher Wraparound Edition:</b> AE 371-372; DI 373; SC 88; TNT 88, 90</p>
5.6.4 Find the number of outcomes for a specific event by constructing sample spaces and tree diagrams.	<p><b>Student Edition:</b> 389-393, 394-398, 405 #36 <i>Probability Lab</i> 387 <i>Mid-Chapter Quiz</i> 388 #20-#24 <i>Study Guide and Review</i> 408-409 <i>Practice Test</i> 411 #13-#21</p> <p><b>Teacher Wraparound Edition:</b> A 386, 398; AE 382-383, 395, 390; FMC 382; PAA 384; SQ 381, 389, 394</p>
5.6.5 Find experimental probability using concrete materials.	<p><b>Student Edition:</b> 389-393, 394-398, 405 #36 <i>Probability Lab</i> 387 <i>Mid-Chapter Quiz</i> 388 #20-#24 <i>Study Guide and Review</i> 408-409 <i>Practice Test</i> 411 #13-#21</p> <p><b>Teacher Wraparound Edition:</b> A 386, 398; AE 382-383, 395, 390; FMC 382; PAA 384; SQ 381, 389, 394</p>
Represent the results of simple probability experiments as fractions, decimals, percents, and ratios to make predictions about future events.	<p><b>Student Edition:</b> 381-386, 389-393, 394-398 <i>Probability Lab</i> 387 <i>Mid-Chapter Quiz</i> 388 #20-#24 <i>Study Guide and Review</i> 408-409 <i>Practice Test</i> 411 #13-#21</p> <p><b>Teacher Wraparound Edition:</b> A 386, 398; AE 382-383; FMC 382; SQ 381</p>

STANDARDS	PAGE REFERENCES
<p>5.6.6 Analyze various representations of a set of data to draw conclusions and make predictions.</p>	<p><b>Student Edition:</b> 85 #12, 88-91, 95 #18, 100 #27, 394-398 <i>Study Guide and Review</i> 409 #43-#44, 410 Ex #12 <b>Teacher Wraparound Edition:</b> AE 89, 395; FMC 395; PAA 395; SC 88, 394; TNT 88, 90</p>
<p>Describe the limitations of various graphical representations.</p>	<p><b>Student Edition:</b> 90 #19, 114-118, 374 #16 <b>Teacher Wraparound Edition:</b> A 118; AE 116; DI 373; FMC 115; PAA 116</p>