

**GLENCOE CORRELATION**  
**IMPACT MATHEMATICS**  
**ALGEBRA AND MORE FOR THE MIDDLE GRADES**  
**COURSES 1, 2, and 3**  
**COLORADO**  
Content Standards, Mathematics Grades 5-8

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<b>STANDARD 1:</b> <b>Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.</b> In order to meet this standard, a student will			
<ul style="list-style-type: none"> <li>construct and interpret number meanings through real-world experiences* and the use of hands-on materials;</li> </ul>	SE: <i>Lab Investigation</i> 88-89 <i>Connect &amp; Extend</i> 92-95	SE: 41, 49 #14, 124 #9, 198 #15, 292 #85, 335 #3, 567-568, 589, 594	SE: 123 #19, 132 #2, 135 #7, 162 #1, 402 #3 <i>Lab Investigation</i> 159-161, 219-222
<ul style="list-style-type: none"> <li>represent and use numbers in a variety of equivalent forms (for example, fractions, decimals, percents, <u>exponents</u>*, <u>scientific notation</u>*);</li> </ul>	SE: 79-81, 99-101, 128-130, 131-133, 134-136, 143-145, 236-239, 498-503, 504-507	SE: 51 #30, 126 #24 & #25, 196-198, 208 #33, 343 #55-#57, 496 #24, 564-565, 642 #20-#22 TG: T565	SE: 148, 152, 167 #56, 182 #2, 207 #60 <i>Lab Investigation</i> 159-161 <i>Just the Facts</i> 414
<ul style="list-style-type: none"> <li>know the structure and properties of the real number system* (for example, primes*, factors, multiples, relationships among sets of numbers); and</li> </ul>	SE: 76-79, 79-81, 82-84, 85-87 <i>Lab Investigation</i> 88-89 <i>On Your Own Exercises</i> 90-95	SE: 52-53, 59-62, 148 #5, 163 #59, 208 #33, 377 #32 TG: T32, T61, T66	SE: 131 #1, 137 #14, 165 #47, 218 #3, 380 #2 <i>Lab Investigation</i> 219-222 TG: T197, T220
<ul style="list-style-type: none"> <li>use number sense, including estimation and mental arithmetic, to determine the reasonableness of solutions.</li> </ul>	SE: 104-105, 128-131, 215-216 #25-#28	SE: 191-192, 201 #4, 292 #12, 433 #63, 564 #1, 591 #5, 595 #12, 629-630 <i>Lab Investigation</i> 551-553	SE: 101, 123 #19, 161 #13, 182 #1 & #2, 277 #16, 464 #25

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<b>GRADES 5-8</b>			
As students in grades 5-8 extend their knowledge, what they know and are able to do includes			
<ul style="list-style-type: none"> <li>demonstrating meanings for integers, rational numbers, percents, exponents, square roots, and pi (<math>\pi</math>) using physical materials and technology in problem-solving situations;</li> </ul>	SE: 97-98, 113-117, 143-145, 227-230, 486-489, 504-507	SE: 13, 73 #55, 149, 163 #59, 187 #19, 239 #46, 320 #36, 343 #52 TG: T248	SE: 132 #2, 137 #14, 146, 190-191, 200 <i>Lab Investigation</i> 159-161, 219-222
<ul style="list-style-type: none"> <li>reading, writing, and ordering integers, rational numbers, and common irrational numbers such as <math>\sqrt{2}</math>, <math>\sqrt{5}</math>, and <math>\pi</math>;</li> </ul>	SE: 102-103, 120-122, 143-145, 486-489, 501-503, 504-507	SE: 30 #55 & #56, 148 #5, 175 #74, 197-198, 208 #33, 320 #36, 433 #63 <i>Lab Investigation</i> 119-121	SE: 152 #2, 162 #1, 182 #2, 202, 208 #3, 210 #12
<ul style="list-style-type: none"> <li>applying number theory concepts (<i>for example, primes, factors, multiples</i>) to represent numbers in various ways;</li> </ul>	SE: 76-79, 79-81, 82-84, 85-87 <i>Lab Investigation</i> 88-89 <i>On Your Own Exercises</i> 90-95	SE: 73 #55, 175 #81-#83, 232 #1-#3, 320 #36, 343 #52-#54, 496 #23 TG: T66, T232, T233	SE: 131, 137 #14, 380 #2, 442
<ul style="list-style-type: none"> <li>using the relationships among fractions, decimals, and percents, including the concepts of ratio and proportion, in problem-solving situations;</li> </ul>	SE: 99-101, 128-130, 131-133, 134-136, 236-239, 582 #19 596 #22	SE: 51 #30, 456-457, 520-524, 527-529, 536 #25, 590 #1, 540-542, 555 #6, 566-568, 585-587	SE: 182 #2, 414, 512 #36-#38 <i>Lab Investigation</i> 159-161
<ul style="list-style-type: none"> <li>developing, testing, and explaining conjectures about properties of integers and rational numbers; and</li> </ul>	SE: 96-98, 113-117, 143-145 <i>Connect &amp; Extend</i> 92-95 <i>Explore</i> 142	SE: 52-53, 59-62, 233 #9 & #10, 422-423, 595 #12	SE: 131, 135 #8 & #9, 137 #14

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<ul style="list-style-type: none"> <li>using number sense to estimate and justify the reasonableness of solutions to problems involving integers, rational numbers, and common irrational numbers such as <math>\sqrt{2}</math>, <math>\sqrt{5}</math>, and <math>\pi</math>.</li> </ul>	SE: 104-105, 128-131, 143-145, 486-489, 504-507 <i>On Your Own Exercises</i> 146, 508-509 <i>Just the Facts</i> 506	SE: 268, 292 #85, 589, 594 #10 <i>Lab Investigation</i> 119-121	SE: 101 #13, 123 #19, 164 #44, 201
<b>STANDARD 2</b> <b>Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.</b> In order to meet this standard, a student will			
<ul style="list-style-type: none"> <li>identify, describe, analyze, extend, and create a wide variety of patterns in numbers, shapes, and data;</li> </ul>	SE: 4-9, 14-18, 28-31, 42-45, 134-136	SE: 78-82, 185 #6, 197-199, 265 #6, 282, 557, 644-647, 650-651	SE: 511 #33, 602-604, 613, 654 #4 <i>Lab Investigation</i> 36-37, 96-97, 318-321
<ul style="list-style-type: none"> <li>describe patterns using mathematical language;</li> </ul>	SE: 28-31, 436-439 <i>Think &amp; Discuss</i> 6 <i>Share &amp; Summarize</i> 9, 442	SE: 141 #1, 181 #4, 192-195, 196-199, 282	SE: 511 #33 <i>Lab Investigation</i> 36-37, 96-97, 318-321
<ul style="list-style-type: none"> <li>solve problems and model real-world situations using patterns and functions;</li> </ul>	SE: 4-9, 14-18, 28-31 <i>On Your Own Exercises</i> 10-13, 36-41 <i>Lab Investigation</i> 433-435	SE: 41, 56, 198 #15, 208 #33, 265 #6, 644-647, 648-649	SE: 66 #13, 74-77, 511 #33, 602-604, 608-612, 613, 654 #4 <i>Lab Investigation</i> 318-321
<ul style="list-style-type: none"> <li>compare and contrast different types of functions; and</li> </ul>	SE: 28-31, 431-432 <i>On Your Own Exercises</i> 36-41	SE: 19, 56-58, 68 #4, 175b	SE: 490-491
<ul style="list-style-type: none"> <li>describe the connections among representations of patterns and functions, including words, tables, graphs, and symbols.</li> </ul>	SE: 4-9, 14-18, 28-31, 32-35, 42-45, 410-413, 414-418, 419-421 <i>On Your Own Exercises</i> 10-12, 36-41	SE: 41, 56-58, 68 #4, 265 #6, 282, 303-304, 317 #7, 348-349	SE: 80 #7, 492-496, 508 #21, 511 #33, 514-517, 525-527, 602-604 <i>Lab Investigation</i> 96-97

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<b>GRADES 5-8</b>			
As students in grades 5-8 extend their knowledge, what they know and are able to do includes			
<ul style="list-style-type: none"> <li>representing, describing, and analyzing patterns and relationships using tables, graphs, verbal rules, and standard algebraic notation;</li> </ul>	SE: 4-9, 14-18, 28-31, 32-35, 42-45, 410-413, 414-418, 419-421 <i>On Your Own Exercises</i> 10-12, 36-41	SE: 56-58, 88 #12, 185 #6, 208 #33, 266 #14 #16, 303-304, 348-349, 644-647, 648-651	SE: 43 #39, 51-52, 171, 238 #40, 511 #33, 613, 654 #4
<ul style="list-style-type: none"> <li>describing patterns using variables, expressions, equations, and inequalities in problem-solving situations;</li> </ul>	SE: 4-9, 14-18, 28-31, 32-35, 42-45, 410-413, 414-418, 419-421 <i>On Your Own Exercises</i> 10-12, 36-41	SE: 19-21, 183 #2	SE: 43 #39, 50 #9, 237 #34, 563 #13
<ul style="list-style-type: none"> <li>analyzing functional relationships to explain how a change in one quantity results in a change in another (<i>for example, how the area of a circle changes as the radius increases, or how a person's height changes over time</i>);</li> </ul>	SE: 28-31, 32-35, 410-414, 414-418, 419-421, 560-562 <i>On Your Own Exercises</i> 36-40, 422-429	SE: 41 #2, 265 #16	SE: 15, 65 #7, 66 #13, 121 #3, 207 #71
<ul style="list-style-type: none"> <li>distinguishing between linear and nonlinear functions through informal investigations; and</li> </ul>	See Courses 2 and 3.	SE: 303-304, 307, 365, 366, 371, 374, 297a TG: T177	SE: 490 (linear function)
<ul style="list-style-type: none"> <li>solving simple linear equations in problem-solving situations using a variety of methods (<i>informal, formal, graphical</i>) and a variety of tools (<i>physical materials, calculators, computers</i>).</li> </ul>	SE: 436-438, 439-442, 558-562, 570-573, 574-578, 586-588, 589-591, 592-593 <i>On Your Own Exercises</i> 443-448, 579-584	SE: 384-387, 395-397, 399-408, 409, 419-421 <i>Lab Investigation</i> 388-391	SE: 58 #14, 61 #26 & #27, 257-259, 263-365, 281 #1-#3 <i>Lab Investigation</i> 270-274

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<b>STANDARD 3:</b> <b>Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.</b> In order to meet this standard, a student will			
<ul style="list-style-type: none"> <li>• solve problems by systematically collecting, organizing, describing, and analyzing data using surveys, tables, charts, and graphs;</li> </ul>	SE: 342-345, 346-349, 350-352, 377-379, 390-393, 394-395 <i>On Your Own Exercises</i> 353-360, 399-401	SE: 41, 140 #36, 188-189, 267 #20, 311 #5, 513 #36, 578-579 #27, 593 #9, 620 #9, 650-651	SE: 51-52, 174, 352 #18, 410 #36, 537 #60, 630
<ul style="list-style-type: none"> <li>• make valid inferences, decisions, and arguments based on data analysis; and</li> </ul>	SE: 278-282, 282-286, 286-291, 377-379 <i>On Your Own Exercises</i> 292-299	SE: 31 #67, 140 #36, 408 #30, 513 #36, 578-579 #27, 620 #9, 694-696, 697-699	SE: 51-52, 174, 352 #18, 604, 614 #7, 615 #1 & #2, 617-621, 625-627
<ul style="list-style-type: none"> <li>• use counting techniques, experimental probability, or theoretical probability, as appropriate, to represent and solve problems involving uncertainty.</li> </ul>	SE: 604-607, 608-612, 621-622, 639-642, 643-645 <i>Lab Investigation</i> 613-614 <i>On Your Own Exercises</i> 615-618	SE: 51 #32, 253 #65, 267 #20, 418 #50, 668-671, 672-674, 681-682	SE: 138 #24, 372 #46, 544-546, 550-554, 558-561, 569-570, 571-572, 587-589, 590-591
<b>GRADES 5-8</b> As students in grades 5-8 extend their knowledge, what they know and are able to do includes			
<ul style="list-style-type: none"> <li>• reading and constructing displays of data using appropriate techniques (<i>for example, line graphs, circle graphs, scatter plots, box plots, stem-and-leaf plots</i>) and appropriate technology;</li> </ul>	SE: 230-233, 346-349, 350-352, 366-369 <i>On Your Own Exercises</i> 380-388 <i>Review &amp; Self Assessment</i> 402-407	SE: 41, 140 #36, 188-189 #23, 318 #11, 513 #36, 593 #9, 650-651, 675, 709-714	SE: 51, 58 #15, 120 #1, 238 #40, 352 #18, 537, 612-613, 626 #15
<ul style="list-style-type: none"> <li>• displaying and using measures of central tendency, such as mean, and mode, and measures of variability, such as range and quartiles;</li> </ul>	SE: 370-372, 373-376, 394-395 <i>On Your Own Exercises</i> 380-388 <i>Lab Investigation</i> 396-398 <i>Review &amp; Self-Assessment</i> 402-407	SE: 31 #67, 238 #40, 539 #49, 561 #43, 659 #21, 711	SE: 45 #46, 53 #2, 338 #20, 410 #36, 537, 603, 604, 614 #8, 615 #12

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<ul style="list-style-type: none"> <li>evaluating arguments that are based on statistical claims;</li> </ul>	SE: 320-323, 391-393, 394-395 <i>Share &amp; Summarize</i> 320 <i>Lab Investigation</i> 396-397 <i>On Your Own Exercises</i> 399-401	SE: 31 #67, 188-189, 328-329, 513 #36, 578-579, 620 #9, 650-651	SE: 58-59 #15, 352 #18, 612, 614 #7, 625, 627 <i>Lab Investigation</i> 159-161
<ul style="list-style-type: none"> <li>formulating hypotheses, drawing conclusions, and making convincing arguments based on data analysis;</li> </ul>	SE: 320-323, 391-393, 394-395 <i>Lab Investigation</i> 396-397 <i>On Your Own Exercises</i> 399-401	SE: 140 #36, 188-189, 318 #11, 513 #36, 578-579 #27, 620 #9, 668-671	SE: 51-52, 101 #13, 352 #18, 537, 602-603, 614 #7, 625-627, 652-653
<ul style="list-style-type: none"> <li>determining probabilities through experiments or simulations;</li> </ul>	SE: 605-607, 608-612, 621-622, 623-624, 624-625, 626-630 <i>Lab Investigation</i> 613-614 <i>On Your Own Exercises</i> 615-618, 631-636	SE: 51 #32, 253 #65, 267 #20, 418 #50, 668-671, 672, 724-725	SE: 138 #24, 372 #46, 544-546, 547-550, 551-554, 560-561, 565, 573-576, 578 #12
<ul style="list-style-type: none"> <li>making predictions and comparing results using both experimental and theoretical probability drawn from real-world problems; and</li> </ul>	SE: 604-607, 608-612, 626-630, 638-642 <i>Lab Investigation</i> 613-614 <i>On Your Own Exercises</i> 615-618	SE: 51 #32, 253 #65, 418 #50, 687 #6, 694-696, 697-699, 705 #16	SE: 58 #14, 124 #21, 558-559, 563 #13, 566-567, 573, 582-586 <i>Lab Investigation</i> 270-274, 545-546
<ul style="list-style-type: none"> <li>using counting strategies to determine all the possible outcomes from an experiment (<i>for example, the number of ways students can line up to have their picture taken</i>).</li> </ul>	SE: 621-622, 623-624, 624-625, 638-642, 643-645 <i>On Your Own Exercises</i> 646-647	SE: 51 #32, 253 #65, 267 #20, 668-671, 673, 674, 677	SE: 138 #24, 544-546, 547-549, 550-554, 554-557, 558-563, 594 #12
<p><b>STANDARD 4:</b>  <b>Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.</b>  In order to meet this standard, a student will</p>			
<ul style="list-style-type: none"> <li>connect various physical objects with their geometric representation;</li> </ul>	SE: 470-471, 474-476, 482-485, 486-489 <i>On Your Own Exercises</i> 490-493	SE: 107 #26, 187 #20, 495 #14, 555 #9 <i>Lab Investigation</i> 119-121, 476-477	SE: 38 #2, 300 <i>Lab Investigation</i> 36-37, 159-161

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<ul style="list-style-type: none"> <li>connect mathematical concepts from across the standards with their geometric representations;</li> </ul>	SE: 46-49, 472-476 <i>On Your Own Exercises</i> 62-67, 477-479	SE: 29 #45, 187 #20, 211 #60, 495 #14, 555 #9 <i>Lab Investigation</i> 119-121, 476-477	SE: 38 #2, 76 <i>Lab Investigation</i> 159-161
<ul style="list-style-type: none"> <li>recognize, draw, describe, and analyze geometric shapes in one, two, and three dimensions;</li> </ul>	SE: 42-46, 46-49, 50-53, 54-57, 466-471, 472-476, 515-517 <i>On Your Own Exercises</i> 61-68 <i>Lab Investigation</i> 58-60	SE: 106 #25, 121 #9-#11, 130-133, 141 #2 & #3, 461-463, 472, A385	SE: 76, 77 #5, 205 #53, 280 #33-38, 291, 299 #13, 465 #36
<ul style="list-style-type: none"> <li>make, investigate, and test conjectures about geometric ideas; and</li> </ul>	SE: 54-57, 472-476, 536-540 <i>Lab Investigation</i> 58-60 <i>On Your Own Exercises</i> 61-68	SE: 49 #15, 467 #18, 559 #21	SE: 36-39, 47-48, 304, 350 #12, 475-477 <i>Lab Investigation</i> 318-321
<ul style="list-style-type: none"> <li>solve problems and model real-world situations using geometric concepts.</li> </ul>	SE: 42-46, 46-49, 50-53, 54-57 <i>Lab Investigation</i> 58-60 <i>On Your Own Exercises</i> 61-68	SE: 92, 116-117, 121 #11, 295 #13 TG: T92	SE: 36-37, 206 #58, 247 #3, 316, 359-360, 502-504, 539 #7 <i>Lab Investigation</i> 159-161, 318-321
<b>GRADES 5-8</b>			
As students in grades 5-8 extend their knowledge, what they know and are able to do includes			
<ul style="list-style-type: none"> <li>constructing two- and three-dimensional models using a variety of materials and tools;</li> </ul>	SE: 470-471, 486-489, 495-497 <i>Lab Investigation</i> 58-60 <i>On Your Own Exercises</i> 477-480 <i>Explore</i> 494	SE: 92-93, 97, 110, 116-117, 121 #11, 129	SE: 330-333, 336-337, 339-340, 533 #36, 536 #47 <i>Lab Investigation</i> 159-161
<ul style="list-style-type: none"> <li>describing, analyzing, and reasoning informally about the properties (<i>for example, parallelism, perpendicularity, congruence</i>) of two- and three-dimensional figures;</li> </ul>	SE: 50-54, 467-471 <i>Lab Investigation</i> 58-60 TG: AL T59	SE: 51 #31, 187 #20, 295 #13, 444 #18, 451-455, 458, 471-474, 560 #35-#38	SE: 36-37, 280 #33-#38, 289-291, 295-296, 299 #13, 315 #4, 329, 350 #12

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<ul style="list-style-type: none"> <li>applying the concepts of ratio, proportion, and similarity in problem-solving situations;</li> </ul>	SE: 50-54 TG: AL T59	SE: 444 #18, 456-458, 461-462, 469 #27, 471-474, 489-491, 541-542, 548-550, 561 #35-38	SE: 25-26, 41 #29, 475-478
<ul style="list-style-type: none"> <li>solving problems using coordinate geometry;</li> </ul>	SE: 302-305 <i>On Your Own Exercises</i> 311-312	SE: 31 #66, 257, 271	SE: 23 #24 & #25, 339-342, 343-345
<ul style="list-style-type: none"> <li>solving problems involving perimeter and area in two dimensions, and involving surface area and volume in three dimensions; and</li> </ul>	SE: 482-486, 495-498, 515-517, 518-621, 522-524 <i>Lab Investigation</i> 525-527 <i>On Your Own Exercises</i> 528-534	SE: 42 #1 & #2, 73 #71-#73, 87 #11, 109-111, 136-137, 320 #17, 482-484, 497-498	SE: 22 #13, 62, 72, 253 #14, 255 #23, 338 #21 & #22, 464 #25, 499-501
<ul style="list-style-type: none"> <li>transforming geometric figures using reflections, translations, and rotations to explore congruence.</li> </ul>	SE: 50-51 <i>On Your Own Exercises</i> 62 #9	SE: 557 #13-#16	SE: 288-291, 292-294, 302-304, 305-306, 313-315, 322, 340-342, 353, 425 <i>Lab Investigation</i> 318-321
<p><b>STANDARD 5:</b>  <b>Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.</b>            In order to meet this standard, a student will</p>			
<ul style="list-style-type: none"> <li>understand and apply the attributes of length, capacity*, weight, mass, time, temperature, perimeter, area, volume, and angle measurement in problem-solving situations;</li> </ul>	SE: 17-18, 117-119, 145, 466-471, 472-476 <i>On Your Own Exercises</i> 146, 448 #21	SE: 4, 29 #45, 206 #3, 231, 444 #18, 468 #23, 539 #48, 658 #12 <i>Lab Investigation</i> 551-553	SE: 22 #13, 109, 126 #40, 247 #1, 253 #14, 464 #15, 502-503
<ul style="list-style-type: none"> <li>make and use direct and indirect measurements to describe and compare real-world phenomena;</li> </ul>	SE: 117-119, 472-476, 482-485, 514-517, 518-521, 522-524, 540-543, 582 #19, 596 #22	SE: 444 #18, 455, 503 #1, 548-550 <i>Lab Investigation</i> 551-553	SE: 329, 330-331, 334-335 <i>Lab Investigation</i> 475-478

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<ul style="list-style-type: none"> <li>understand the structure and use of systems of measurement;</li> </ul>	SE: 117-119, 466-471, 472-476, 536-539, 540-543 <i>On Your Own Exercises</i> 477-481, 544-550	SE: 48 #11, 206 #1 & #2, 314 #1 & #2, 539 #48, 583 #57, 643 #29-#31	SE: 101 #13, 123 #19, 208 #4, 247 #1
<ul style="list-style-type: none"> <li>describe and use rates of change (<i>for example, temperature as it changes throughout the day, or speed as the rate of change of distance over time</i>) and other derived measures; and</li> </ul>	SE: 582 #19, 596 #22	SE: 301-302, 305-308, 536 #27	SE: 617
<ul style="list-style-type: none"> <li>select appropriate units, including metric and U.S. customary, and tools (<i>for example, rulers, protractors, compasses, thermometers</i>) to measure to the degree of accuracy required to solve a given problem.</li> </ul>	SE: 117-119, 470-471, 486-489, 495-497 <i>Lab Investigation</i> 58-60	SE: 48 #11, 98, 206 #3, 292 #83, 471, 539 #48 <i>Lab Investigation</i> 119-121, 476-477, 551-553	SE: 157 #4, 228 #6, 293-294, 296, 301 #25, 305, 307 #3, 656 #5 <i>Lab Investigation</i> 219-222
<b>GRADES 5-8</b>			
As students in grades 5-8 extend their knowledge, what they know and are able to do includes			
<ul style="list-style-type: none"> <li>estimating, using, and describing measures of distance, perimeter, area, volume, capacity, weight, mass, and angle comparison;</li> </ul>	SE: 117-119, 466-471, 472-476, 482-485, 514-517, 518-521, 522-524 <i>Lab Investigation</i> 525-527 <i>On Your Own Exercises</i> 528-534	SE: 29 #45, 48 #11, 107 #32, 206 #3, 268, 322-325, 444 #18	SE: 72, 157 #4, 161 #13, 188, 253 #14, 329, 464 #25, 469 #2 <i>Lab Investigation</i> 366-367
<ul style="list-style-type: none"> <li>estimating, making, and using direct and indirect measurements to describe and make comparisons;</li> </ul>	SE: 117-119, 466-471, 472-476, 482-485, 514-517, 518-521, 522-524 <i>Lab Investigation</i> 525-527 <i>On Your Own Exercises</i> 528-534	SE: 326-328, 330-333, 445, 548-550 <i>Lab Investigation</i> 551-553	SE: 329, 330-333, 334-335, 336 <i>Lab Investigation</i> 475-477

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<ul style="list-style-type: none"> <li>reading and interpreting various scales including those based on number lines, graphs, and maps;</li> </ul>	SE: 306-310 <i>Connect &amp; Extend</i> 147 <i>On Your Own Exercises</i> 312 #5-#6	SE: 468 #23, 485-488, 494 #12, 515 #6	SE: 39 #12, 329-333, 470 #1 & #2, 513 #50, 655
<ul style="list-style-type: none"> <li>developing and using formulas and procedures to solve problems involving measurement;</li> </ul>	SE: 17-18, 482-485, 514-517, 518-521, 522-524, 540-543 <i>On Your Own Exercises</i> 528-534	SE: 48 #11, 73 #71-#73, 127 #29, 314 #1 & #2, 583 #54 & #55, 637 #7	SE: 72, 188, 251 #10, 533 #31 & #36, 564 #27-#29
<ul style="list-style-type: none"> <li>describing how a change in an object's linear dimensions affects its perimeter, area, and volume; and</li> </ul>	SE: 482-485, 486-489, 494-497, 515-517, 518-521, 522-524 <i>On Your Own Exercises</i> 528-534	SE: 87 #11, 483 #2, 484 #1-#4, 489	SE: 464 #25 <i>Lab Investigation</i> 502-503
<ul style="list-style-type: none"> <li>selecting and using appropriate units and tools to measure to the degree of accuracy required in a particular problem-solving situation.</li> </ul>	SE: 17-18, 117-119, 467-471 <i>Lab Investigation</i> 525-526	SE: 48 #11, 134, 292 #83, 471, 539 #48 <i>Lab Investigation</i> 476-477, 551-553	SE: 101, 157 #4, 167 #57, 656 #5
<p><b>STANDARD 6:</b>  <b>Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.</b>            In order to meet this standard, a student will</p>			
<ul style="list-style-type: none"> <li>model, explain, and use the four basic operations - addition, subtraction, multiplication, and division - in problem-solving situations;</li> </ul>	SE: 157-160, 161-163, 172-174, 175-177, 185-188, 201-203, 204-206, 207-209, 210-212	SE: 27 #38 & #39, 31 #67, 222-227, 529 #1 & #2 <i>Lab Investigation</i> 119-121	SE: 220 #5 & #8, 225 #21, 364-365, 378, 413
<ul style="list-style-type: none"> <li>develop, use, and analyze algorithms*; and</li> </ul>	SE: 19-21, 29-31, 32-35, 104-105, 120-122, 128-131 <i>On Your Own Exercises</i> 215-216 #25-#28 <i>Lab Investigation</i> 324-326	TG: T231	TG: T33, T55, T201

STANDARDS	PAGE REFERENCES		
	COURSE 1	COURSE 2	COURSE 3
<ul style="list-style-type: none"> <li>select and apply appropriate computational techniques to solve a variety of problems and determine whether the results are reasonable.</li> </ul>	SE: 104-105, 128-131, 215-216 #25-#28, 233	SE: 31 #67, 529 #1 & #2	SE: 101, 120 #2, 123 #19, 156-157, 166 #49, 414 <i>Lab Investigation</i> 219-222
<b>GRADES 5-8</b> As students in grades 5-8 extend their knowledge, what they know and are able to do includes			
<ul style="list-style-type: none"> <li>using models to explain how ratios, proportions, and percents can be used to solve real-world problems;</li> </ul>	SE: 227-230, 230-233, 234-235, 236-239 <i>On Your Own Exercises</i> 240-246	SE: 456-460, 521, 524, 527, 529-531, 541-542, 562	SE: 6-7, 41 #29, 120 #2, 138 #25, 161 #13, 166 #49, 200 <i>Lab Investigation</i> 475-477
<ul style="list-style-type: none"> <li>constructing, using, and explaining procedures to compute and estimate with whole numbers, fractions, decimals, and integers;</li> </ul>	SE: 104-105, 128-131, 143-145, 157-160, 161-163, 172-174, 175-177, 185-188, 201-203	SE: 46 #2, 140 #36, 528-529 TG: T202, T248	SE: 120 #2, 201, 411, 422
<ul style="list-style-type: none"> <li>developing, applying, and explaining a variety of different estimation strategies in problem-solving situations, and explaining why an estimate may be acceptable in place of an exact answer; and</li> </ul>	SE: 104-105, 128-131, 486-489 <i>On Your Own Exercises</i> 215-216 #25-#28	SE: 511, 588-589 TG: T202, T248	SE: 55 #1-#4, 101, 123, 161 #13, 262 #4, 464 #25
<ul style="list-style-type: none"> <li>selecting and using appropriate methods for computing with commonly used fractions and decimals, percents, and integers in problem-solving situations from among mental arithmetic, estimation, paper-and-pencil, calculator, and computer methods, and determine whether the results are reasonable.</li> </ul>	SE: 104-105, 120-122, 128-131, 134-136, 236-239, 261-264 <i>Lab Investigation</i> 268-269 <i>On Your Own Exercises</i> 270-272	SE: 71 #41, 140 #36, 186 #18, 529 #1 & #2, 588-589, 594 #10, 595 #12	SE: 138 #25, 161 #13, 182 #2, 184 #15 & #17 <i>Lab Investigation</i> 270-274

