

## Textbook Alignment to the Utah Core – 6<sup>th</sup> Grade Mathematics

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes  No

Name of Company and Individual Conducting Alignment:  
Margaret Griffith

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **6<sup>th</sup> Grade Mathematics Core Curriculum**

Title: Math Connect: Concepts, Skills, and Problems Solving, Course 1 © 2009 ISBN#: 0078740444 & 0078882915

Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:  
\_\_\_\_\_ %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_ %

<b>STANDARD I: Students will expand number sense to include operations with rational numbers.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.1: Represent rational numbers in a variety of ways.</b>		<b>Student Edition:</b> 225-228, 229-232  <b>Teacher Edition:</b> A 228, 232; AE 226, 230; CU 225a; P 225b, 229b; SP 225b, 229b; T 225		
<b>a.</b>	Recognize a rational number as a ratio of two integers, a to b, where b is not equal to zero.	<b>Student Edition:</b> 225-228  <b>Teacher Edition:</b> AE 226; LRG 225b; P 225b; SGI 225b; SP 225b		
<b>b.</b>	Change whole numbers with exponents to standard form (e.g., $2^4 = 16$ ) and recognize that any non-zero whole number to the zero power equals 1 (e.g., $9^0 = 1$ ).	<b>Student Edition:</b> 32-36, 38-40, 44-45 <i>Mid Chapter Quiz 41</i> <i>Study Guide and Review 69-70</i>  <b>Teacher Edition:</b> A 40; AE 33, 38; P 32b, 37b; SGI 32b, 37b; SP 32b, 37b		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
c.	Write a whole number in expanded form using exponents (e.g., $876,539 = 8 \times 10^5 + 7 \times 10^4 + 6 \times 10^3 + 5 \times 10^2 + 3 \times 10^1 + 9 \times 10^0$ ).	The following references discuss decimals in expanded form and can be used to meet this objective. <b>Student Edition:</b> 138-141 <b>Teacher Edition:</b> AE 139		
d.	Express numbers in scientific notation using positive powers of ten.	Scientific notation is introduced and developed in <i>Math Connects: Concepts, Skills, and Problems Solving, Course 3</i> © 2009.		
<b>Objective 1.2: Explain relationships and equivalencies among rational numbers.</b>		<b>Student Edition:</b> 204-208, 209-212, 225-228, 229-232 <b>Teacher Edition:</b> A 228, 232; AE 205-206, 226, 230; T 204		
a.	Place rational numbers on the number line.	<b>Student Edition:</b> 121-125, 142-145, 146-149, 209, 221, 572-575 <i>Get Ready</i> 219, 232 <b>Teacher Edition:</b> A 125; AE 122; P 121b; SGI 121b; SP 121b		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
b.	Compare and order rational numbers, including positive and negative mixed fractions and decimals, using a variety of methods and symbols, including the number line and finding common denominators.	<b>Student Edition:</b> 142-145, 220-224, 572-575 <b>Teacher Edition:</b> AE 143, 221, 573; P 142b, 220b, 572b; SGI 142b, 220b, 572b; SP 142b, 220b, 572b; T 142; WPP 220b, 572b		
c.	Find equivalent forms for common fractions, decimals, percents, and ratios, including repeating or terminating decimals.	<b>Student Edition:</b> 204-208, 209-212, 220-224, 225-228, 229-232, 314-319, 322-327, 329-333, 334-339 <i>Math Lab</i> 202-203 <b>Teacher Edition:</b> AE 205-206, 210, 221, 226, 230, 315, 323-324, 330-331, 335		
d.	Relate percents less than 1% or greater than 100% to equivalent fractions, decimals, whole numbers, and mixed numbers.	<b>Student Edition:</b> 365-369, 377-380 <b>Teacher Edition:</b> AE 366-367, 378; E 377b; P 365b, 377b; SGI 365b, 377b; SP 365b, 377b; WPP 377b		
e.	Recognize that the sum of an integer and its additive inverse is zero.	<b>Student Edition:</b> 578-580 <i>Concepts and Skills Bank</i> 748 <i>Explore</i> 576		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
<b>Objective 1.3: Use number theory concepts to find prime factorizations, least common multiples, and greatest common factors.</b>		<b>Student Edition:</b> 28-31, 34-36, 197-201, 216-219 <b>Teacher Edition:</b> AE 29, 34, 198; P 28b, 32b, 197b; SGI 28b, 32b, 197b; SP 28b, 32b, 197b, 216b; T 28-29, 216-217; WPP 28b		
a.	Determine whether whole numbers to 100 are prime, composite, or neither.	<b>Student Edition:</b> 28-31 <i>Mid Chapter Quiz</i> 41 <i>Study Guide and Review</i> 69 <b>Teacher Edition:</b> A 31; AE 29; LRG 28b; P 28b; SGI 28b; SP 28b T 28; WPP 28b		
b.	Find the prime factorization of composite numbers to 100.	<b>Student Edition:</b> 28-31, 34-36, 198-201, 217-219 <i>Get Ready</i> 195 <i>Mid Chapter Quiz</i> 41 <b>Teacher Edition:</b> A 31; AE 29, 34; P 28b, 32b; SGI 28b, 32b, 197b, 216b; SP 28b, 32b; T 198; WPP 28b		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
c.	Find the greatest common factor and least common multiple for two numbers using a variety of methods (e.g., list of multiples, prime factorization).	<b>Student Edition:</b> 197-201, 204-208, 216-219, 220-224, 225-228, 314-319, 365-369 <i>Get Ready</i> 213 <i>Mid Chapter Quiz</i> 313 <b>Teacher Edition:</b> AE 198-199, 205-206, 217, 221-222, 226; P 197b, 216b; SGI 197b, 216b; SP 197b, 216b		
<b>Objective 1.4: Model and illustrate meanings of operations and describe how they relate.</b>		<b>Student Edition:</b> 256-260, 263-268, 270-274, 282-286, 577-581, 582-586, 587-590, 594-598 <i>Math Lab</i> 261-262, 280-281, 291-292 <b>Teacher Edition:</b> T 287		
a.	Relate fractions to multiplication and division and use this relationship to explain procedures for multiplying and dividing fractions.	<b>Student Edition:</b> 282-286, 287-290, 293-297, 298-301 <i>Math Lab</i> 280-281, 291-292 <b>Teacher Edition:</b> A 297; AE 283, 294, 299; ODI 276b; T 282, 287		
b.	Recognize that ratios derive from pairs of rows in the multiplication table and connect with equivalent fractions.	<b>Student Edition:</b> 314-319, 322-327, 329-333, 334-339 <b>Teacher Edition:</b> AE 323-324, 330-331, 335; P 322b, 329b; SGI 322b, 329b; SP 322b, 329b		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
c.	Give mixed number and decimal solutions to division problems with whole numbers.	<b>Student Edition:</b> 658-659 <i>Get Ready 77</i> <b>Teacher Edition:</b> P 657b; SP 657b		
<b>Objective 1.5: Solve problems involving multiple steps.</b>		<b>Student Edition:</b> 173-176, 179-183, 184-185, 263-268, 270-274, 293-297, 298-301 <b>Teacher Edition:</b> AE 265, 272, 294, 299; P 184b, 293b, 298b; WPP 184b, 263b, 270b, 293b, 298b		
a.	Select appropriate methods to solve a multi-step problem involving multiplication and division of fractions and decimals.	<b>Student Edition:</b> 163-166, 169-172, 173-176, 179-183, 184-185, 276-279, 282-286, 287-290, 293-297, 299-301 <i>Math Lab 291-292</i> <b>Teacher Edition:</b> AE 170, 283, 294, 299; P 282b, 287b, 293b; SP 282b, 287b, 293b		
b.	Use estimation to determine whether results obtained using a calculator are reasonable.	The following references use estimation to check reasonableness of answers and may be used to meet this objective. <b>Student Edition:</b> 156-160, 283-286, 287-290 <b>Teacher Edition:</b> LRG 156b; SGI 156b, 282b; T 163		

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c.	Use estimation or calculation to compute results, depending on the context and numbers involved in the problem.	<b>Student Edition:</b> 150-154, 156-160, 276-279, 282-286, 401-405 <i>Math Lab</i> 155, 280-281 <b>Teacher Edition:</b> AE 151, 157; P 150b, 156b, 276b; SGI 150b, 156b, 276b; SP 150b, 156b, 276b; T 150, 169		
d.	Solve problems involving ratios and proportions.	<b>Student Edition:</b> 314-319, 322-327, 329-333, 334-339 <b>Teacher Edition:</b> A 319, 333; AE 315-316, 323-324, 330-331; P 314b, 322b, 329b; SGI 314b, 322b, 329b; SP 314b, 322b, 329b; WPP 314b, 322b		
<b>Objective 1.6: Demonstrate proficiency with the four operations, with positive rational numbers, and with addition and subtraction of integers.</b>		<b>Student Edition:</b> 256-260, 263-268, 270-274, 282-286, 287-290, 293-297, 298-301, 577-581, 582-586 <b>Teacher Edition:</b> AE 257-258, 271-272, 283, 578, 583-584; SP 256b, 263b, 276b, 282b, 577b, 582b		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
a.	Multiply and divide a multi-digit number by a two-digit number, including decimals.	<b>Student Edition:</b> 163-166, 169-172, 174-176, 179-183 <b>Teacher Edition:</b> A 183; AE 170, 174, 180; E 163b; P 163b, 169b, 173b, 179b; SGI 169b, 179b; SP 163b, 169b, 173b, 179b		
b.	Add, subtract, multiply, and divide fractions and mixed numbers.	<b>Student Edition:</b> 256-260, 263-268, 270-274, 282-286, 287-290, 293-297, 298-301 <i>Math Lab</i> 261-262, 280-281, 291-292 <b>Teacher Edition:</b> A 260; AE 257-258, 271-272, 293; P 263b; SP 256b, 263b, 270b, 276b, 282b		
c.	Add and subtract integers.	<b>Student Edition:</b> 577-581, 582-586 <i>Study Guide and Review</i> 621 <b>Teacher Edition:</b> AE 578, 583-584; E 577b; P 577b, 582b; SGI 577b, 582b; SP 577b, 582b; WPP 577b, 582b		

<b>STANDARD II: Students will use patterns, relations, and algebraic expressions to represent and analyze mathematical problems and number relationships.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1: Analyze algebraic expressions, tables, and graphs to determine patterns, relations, and rules.</b>		<b>Student Edition:</b> 26, 42-46, 49-53, 322-327, 343-348, 349-353 <i>Get Ready</i> 313 <b>Teacher Edition:</b> AE 323-324; E 322b; P 322b, 343b, 349b; SGI 322b, 343b, 349b; SP 322b, 343b, 349b; WPP 343b		
<b>a.</b>	Describe simple relationships by creating and analyzing tables, equations, and expressions.	<b>Student Edition:</b> 49-53, 322-327, 343-348, 349-353 <b>Teacher Edition:</b> AE 50, 323-324, 344-345, 350-351; P 49b, 322b, 343b, 349b; SGI 49b, 322b, 343b, 349b; SP 322b, 343b, 349b; T 49		
<b>b.</b>	Draw a graph and write an equation from a table of values.	<b>Student Edition:</b> 234-237, 343-348, 349-353 <b>Teacher Edition:</b> AE 234-235; E 233b, 349b; P 233b, 349b; SGI 349b; SP 349b		

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c.	Draw a graph and create a table of values from an equation.	<b>Student Edition:</b> <i>Graphing Calculator Lab</i> 354 <b>Teacher Edition:</b> WPP 599b		
<b>Objective 2.2: Write, interpret, and use mathematical expressions, equations, and formulas to represent and solve problems that correspond to given situations.</b>		<b>Student Edition:</b> 57-60, 63-67, 343-348, 349-353, 636-641, 646-648, 652-654, 658-660 <i>Looking Ahead</i> LA8-LA9, LA15-LA19, LA20-LA24 <b>Teacher Edition:</b> AE 350-351, 638, 646, 652, 658, LA16, LA18, LA21; P 349b		
a.	Solve single variable linear equations using a variety of strategies.	<b>Student Edition:</b> 57-60, 334-339, 487-491, 494-499, 644-648, 651-654, 657-660 <i>Algebra Lab</i> 642-643, 650 <i>Get Ready</i> 313, 469 <i>Looking Ahead</i> LA7-LA9 <b>Teacher Edition:</b> AE 58, 335-336, 645-646, 650; E 57b, 334b; SP 57b, 334b		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Recognize that expressions in different forms can be equivalent and rewrite an expression to represent a quantity in a different way.	<p><b>Student Edition:</b> 633-635, 636-641 <i>Study Guide and Review</i> 664</p> <p><b>Teacher Edition:</b> AE 633; E 632b, 636b; LRG 632b, 636b; P 632b, 636b; SGI 632b, 636b; SP 632b, 636b; WPP 632b, 636b</p>		
c.	Evaluate and simplify expressions and formulas, substituting given values for the variables (e.g., $2x + 4$ ; $x = 2$ ; therefore, $2(2) + 4 = 8$ ).	<p><b>Student Edition:</b> 42-46, 63-67, 158-159, 170-171, 265-266, 283-285, 288-289, 299-300 <i>Looking Ahead</i> LA15-LA19, LA20-LA24</p> <p><b>Teacher Edition:</b> AE 43, 64, 158, LA16, LA24; P 42b, 63b; SP 42b, 63b</p>		

<b>STANDARD III: Students will use spatial and logical reasoning to recognize, describe, and analyze geometric shapes and principles.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1: Identify and analyze attributes and properties of geometric shapes to solve problems.</b>		<b>Student Edition:</b> 470-473, 475-478, 479-484, 486-491, 494-499, 502-507, 523-526, 528-533, 534-538, 540-543, 548-553, 555-559  <i>Looking Ahead</i> LA10-LA14, LA15-LA19, LA20-LA24		
<b>a.</b>	Identify the midpoint of a line segment and the center and circumference of a circle.	<b>Student Edition:</b> 528-533  <b>Teacher Edition:</b> A 533; AE 529-530; P 528b; SGI 528b; SP 528b		
<b>b.</b>	Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.	<b>Student Edition:</b> 479-484  <i>Looking Ahead</i> LA10-LA14  <b>Teacher Edition:</b> A 484; AE 480; P 479b; SGI 479b; SP 479b; WPP 479b		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Develop and use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle in a triangle or quadrilateral.	<b>Student Edition:</b> 479-484, 486-491, 494-499 <i>Explore</i> 485, 493 <b>Teacher Edition:</b> AE 480-481, 487, 495-496; E 479b; P 479b, 486b, 494b; SGI 479b, 486b, 494b; SP 479b, 486b, 494b; WPP 479b, 486b		
<b>Objective 3.2: Visualize and identify geometric shapes after applying transformations on a coordinate plane.</b>		<b>Student Edition:</b> 604-609, 610-614, 615-619 <i>Study Guide and Review</i> 623-624 <b>Teacher Edition:</b> A 609, 613, 619; AE 605-606, 611, 616; P 604b, 610b, 615b; SGI 604b, 610b, 615b; SP 604b, 610b, 615b		
a.	Rotate a polygon about the origin by a multiple of 90° and identify the location of the new vertices.	<b>Student Edition:</b> 615-619 <i>Study Guide and Review</i> 624 <b>Teacher Edition:</b> A 619; AE 616; LRG 615b; P 615b; SGI 615b; SP 615b		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Translate a polygon either horizontally or vertically on a coordinate grid and identify the location of the new vertices.	<b>Student Edition:</b> 604-609 <i>Study Guide and Review</i> 623 <b>Teacher Edition:</b> A 609; AE 605-606; E 604b; LRG 604b; P 604b; SGI 604b; SP 604b; WPP 604b		
c.	Reflect a polygon across either the x- or y-axis and identify the location of the new vertices.	<b>Student Edition:</b> 610-614 <i>Study Guide and Review</i> 624 <b>Teacher Edition:</b> A 613; AE 611; LRG 610b; P 610b; SGI 610b; SP 610b; WPP 610b		

<b>STANDARD IV: Students will understand and apply measurement tools and techniques and find the circumference and area of a circle.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
			<b><i>Not covered in TE, SE or ancillaries</i></b> ✓
<b>Objective 4.1: Describe and find the circumference and area of a circle.</b>		<b>Student Edition:</b> 528-533 <i>Explore 527</i> <i>Looking Ahead LA15-LA19</i> <i>Study Guide and Review 562</i> <b>Teacher Edition:</b> A 533; AE 529-530, LA15, LA18; E 528b; P 528b; SGI 528b; SP 528b; T LA15; WPP 528b	
<b>a.</b>	Explore the relationship between the radius and diameter of a circle to the circle's circumference to develop the formula for circumference.	<b>Student Edition:</b> 528-533 <b>Teacher Edition:</b> LRG 528b	

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b.	Find the circumference of a circle using a formula.	<b>Student Edition:</b> 528-533 <i>Study Guide and Review</i> 562 <b>Teacher Edition:</b> A 533; AE 530; P 528b; SGI 528b; SP 528b; WPP 528b		
c.	Describe pi as the ratio of the circumference to the diameter of a circle.	<b>Student Edition:</b> 529 <b>Teacher Edition:</b> FMC 529		
d.	Decompose a circle into a number of wedges and rearrange the wedges into a shape that approximates a parallelogram to develop the formula for the area of a circle.	<b>Student Edition:</b> <i>Looking Ahead</i> LA15		
e.	Find the area of a circle using a formula.	<b>Student Edition:</b> <i>Looking Ahead</i> LA15-LA19, LA21-LA24 <b>Teacher Edition:</b> AE LA16, LA18, LA21		
<b>Objective 4.2: Identify and describe measurable attributes of objects and units of measurement, and solve problems involving measurement.</b>		<b>Student Edition:</b> 63-67, 418-423, 424-429, 432-436, 437-441, 470-473, 486-491, 494-499, 502-507, 522-526, 528-533, 534-538, 540-544, 548-553, 555-559 <i>Looking Ahead</i> LA10-LA14, LA15-LA19, LA20-LA24		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
a.	Recognize that measurements are approximations and describe how the size of the unit used in measuring affects the precision.	<b>Student Edition:</b> 418-423, 432-436 <b>Teacher Edition:</b> LRG 418b; T 418, 432-433		
b.	Convert units of measurement within the metric system and convert units of measurement within the customary system.	<b>Student Edition:</b> 418-423, 424-429, 432-436, 445-449 <b>Teacher Edition:</b> A 423; AE 419-420, 425-426, 446; P 418b, 424b, 445b; SGI 418b, 424b, 445b; SP 418b, 424b, 445b; WPP 418b, 424b, 445b		
c.	Compare a meter to a yard, a liter to a quart, and a kilometer to a mile.	<b>Student Edition:</b> <i>Key Concept</i> 432, 437		
d.	Determine when it is appropriate to estimate or use precise measurement when solving problems.	<b>Student Edition:</b> 418-422, 433-436 <b>Teacher Edition:</b> AE 433; P 432b		
e.	Derive and use the formula to determine the surface area and volume of a cylinder.	<b>Student Edition:</b> <i>Looking Ahead</i> LA20-LA24 <b>Teacher Edition:</b> AE LA21, LA23; T LA20-LA21		

<b>STANDARD V: Students will analyze, draw conclusions, and make predictions based upon data and apply basic concepts of probability.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.1: Design investigations to reach conclusions using statistical methods to make inferences based on data.</b>		<b>Student Edition:</b> 81-85, 88-91, 92-95, 96-100, 102-106, 108-113, 114-118, 370-375 <i>Extend</i> 119-120 <i>Start Smart</i> 14-19 <b>Teacher Edition:</b> P 88b; SGI 88b; SP 88b; WPP 88b		
<b>a.</b>	Design investigations to answer questions.	<b>Student Edition:</b> <i>Extend</i> 119-120		
<b>b.</b>	Extend data display and comparisons to include scatter plots and circle graphs.	<b>Student Edition:</b> 370-375 <b>Teacher Edition:</b> A 375; AAE 371-372; P 370b; SGI 370b; SP 370b; WPP 370b		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Compare two similar sets of data on the same graph and compare two graphs representing the same set of data.	<b>Student Edition:</b> 114-118 <i>Extend 86-87</i> <b>Teacher Edition:</b> AE 115; P 114b; SGI 114b; SP 114b; WPP 114b		
d.	Recognize that changing the scale influences the appearance of a display of data.	This objective can be met through classroom discussions and activities.		
e.	Propose and justify inferences and predictions based on data.	<b>Student Edition:</b> 83-84, 88-91 <b>Teacher Edition:</b> AE 83, 89; P 81b, 88b; SGI 81b, 88b; SP 81b, 88b; WPP 81b, 88b		
<b>Objective 5.2: Apply basic concepts of probability and justify outcomes.</b>		<b>Student Edition:</b> 381-386, 394-398 <i>Extend 387</i> <i>Mid Chapter Quiz 388</i> <b>Teacher Edition:</b> A 386, 398; AE 382-383, 395; E 381b, 394b; LRG 381b; P 381b, 394b; SGI 381b, 394b; SP 381b, 394b; T 381; WPP 381b, 394b		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
a.	Write the results of a probability experiment as a fraction between zero and one, or an equivalent percent.	<b>Student Edition:</b> 381-386, 394-398 <i>Extend 387</i> <i>Mid Chapter Quiz 388</i> <b>Teacher Edition:</b> A 386, 398; AE 382-383, 395; E 381b, 394b; LRG 381b; P 381b, 394b; SGI 381b, 394b; SP 381b, 394b; T 381; WPP 381b, 394b		
b.	Compare experimental results with theoretical results (e.g., experimental: 7 out of 10 tails; whereas, theoretical 5 out of 10 tails).	<b>Student Edition:</b> <i>Extend 387</i>		
c.	Compare individual, small group, and large group results of a probability experiment in order to more accurately estimate the actual probabilities.	<b>Student Edition:</b> <i>Extend 387</i>		