



# IMPACT

## Mathematics

COURSE 1

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STANDARDS	PAGE REFERENCES
Grade Level Expectation	
<i>M (N&amp;O)-6-1</i> <i>Rational Numbers</i>	
Ratios	
Demonstrate conceptual understanding of: ratios with three forms of notation ( $a/b$ , $a:b$ , and $a\%b$ where $b \neq 0$ ) rates ( $a$ out of $b$ and as a percent - 1 out of 4 = 25%)	<p><b>Student Edition:</b> 288-289, 290-294, 294-296, 297-299, 299-301, 308-311, 312-313 <i>On Your Own Exercises</i> 302-307, 316-320 <i>Inquiry Investigation</i> 314-315</p> <p><b>Teacher Edition:</b> 290B, 308B A 291, 298, 315; DU 291-294, 295-296, 298-299, 299-301; KV 289; MB 292; RAL 295, 296, 299, 314; T 294</p>

STANDARDS	PAGE REFERENCES
<b>Rates</b>	
Use models, explanations and other representations	<b>Student Edition:</b> 299-301, 325-326, 327-331, 332-334 <i>On Your Own Exercises</i> 304-305, 335-340, 339 #23 <b>Teacher Edition:</b> A 328, 329; DU 299-301, 325-326, 328-331; MB 325; RAL 299
<i>M (N&amp;O)-6-2</i> <i>Magnitude of Numbers</i>	
<b>Whole number bases with whole number exponents</b>	
Order and compare fractions, decimals, percents <b>within and across</b> number formats	<b>Student Edition:</b> 61-63, 88-91, 91-93, 94-97, 354-357 <i>On Your Own Exercises</i> 68-73, 100-104, 362-367 <b>Teacher Edition:</b> A 91, 93, 356; DU 61-63, 88-91, 355-357; MB 62; QQ 73, RAL 61, 90, 94, 355; T92
<b>Integers</b>	
Order and compare numbers using exponents	<b>Student Edition:</b> 113-116 <i>On Your Own Exercises</i> 117-119 <b>Teacher Edition:</b> A 114; DU 114-116; QQ 119; RAL 113, 115
<b>Rational numbers (fractions, decimals, percents 1%-100%)</b>	
Order and compare quantities using number lines and equality and inequality symbols	<b>Student Edition:</b> 64-65, 357-361 <i>On Your Own Exercises</i> 68-73, 100-104, 362-367 <i>Inquiry Investigation</i> 82-83 <b>Teacher Edition:</b> A 64; DU 64-65; QQ 73; RAL 359; T 65, 359, 360

STANDARDS	PAGE REFERENCES
<p><i>M (N&amp;O)-6-3</i> <i>Mathematical Operations</i></p>	
<p>Addition and subtraction of positive fractions and integers</p>	
<p>Demonstrate conceptual understanding of math operations by describing or illustrating the relationship of a base and exponent</p>	<p><b>Student Edition:</b> 113-116, 130-132 <i>On Your Own Exercises</i> 117-119</p> <p><b>Teacher Edition:</b> A 114; DU 114-116; QQ 119; RAL 113, 115</p>
<p>Multiplication and division of fractions and decimals Whole numbers with whole number exponents</p>	
<p>Demonstrate conceptual understanding of the effect on the magnitude of a whole number when multiplied or divided by whole number, decimal, or fraction</p>	<p><b>Student Edition:</b> 242-245, 245-247, 248-250, 251-254, 254-256 <i>On Your Own Exercises</i> 257-264</p> <p><b>Teacher Edition:</b> 242B DU 243-245, 245-247, 248-250, 251-254; QQ 264; RAL 251; T 245, 254</p>
<p><i>M (N&amp;O)-6-4</i> <i>Solving Problems</i></p>	
<p>Single or multiple operations on fractions (proper, improper and mixed) Single or multiple operations on decimals Addition and subtraction of integers Percent of a whole Greatest common factor (GCF) Least common multiple (LCM) Orders of operations (with and without parentheses)</p>	
<p>Solve problems incorporating content as listed</p>	<p><b>Student Edition:</b> 126-129, 130-132, 242-245, 245-247, 248-250, 251-254, 254-256, 380-384, 384-387 <i>On Your Own Exercises</i> 136-141, 257-264, 390-392</p> <p><b>Teacher Edition:</b> 242B A 130, 380, 383; DU 130-132, 243-245, 245-247, 248-250, 251-254, 382-384, 385-387; QQ 264; RAL 251; T 245, 254</p>
<p><i>M (N&amp;O)-6-5</i> <i>Monetary Value</i></p>	
<p>None at this level</p>	

STANDARDS	PAGE REFERENCES
<p><i>M (N&amp;O)-6-6</i>  <i>Mental Math</i>  <i>Embed mental arithmetic throughout math instruction</i></p>	
<p>Mental computation strategies:  Use compatible numbers  Apply properties  Use mental imagery  Use patterns</p>	
<p>Mentally calculate money change (expand to \$20, \$50 and \$100)</p>	<p>The following word problem in <i>Mastering the NECAP, Grade 6</i> © 2009 can be modified to meet this objective.  <b>Student Edition:</b>  21 #5</p>
<p>Multiply 2 digit by 1 digit whole numbers</p>	<p><b>Student Edition:</b>  110-113  <i>On Your Own Exercises</i> 23 #37-#42, 117-119  <b>Teacher Edition:</b>  A 111; DU 111-113</p>
<p>Multiply combinations of 2 and 3 digit numbers (multiples of 10, 100)</p>	<p><b>Student Edition:</b>  110-113, 242-245, 245-247  <i>On Your Own Exercises</i> 117-119  <b>Teacher Edition:</b>  A 114; E 113; DU 242-245, 245-247; RAL 113; 115, 251; T 116</p>
<p>Divide 3 or 4 digit multiples of powers of 10 by their compatible factors  (360÷6,360÷ 60,360 ÷12,360 ÷120)</p>	<p><b>Student Edition:</b>  251-254  <i>On Your Own Exercises</i> 257-263  <b>Teacher Edition:</b>  DU 251-254; RAL 251; T 254</p>
<p>Determine the part of a whole number using benchmark percents (1%, 10%, 25%, 50%, 75%)</p>	<p><b>Student Edition:</b>  368-371, 372-375, 380-384, 384-387  <i>On Your Own Exercises</i> 376-379, 390-392  <i>Inquiry Investigation</i> 388-389  <b>Teacher Edition:</b>  368B  A 374, 380, 383; DU 372-375, 382-384, 385-387; QQ 379, 392; RAL 371, 375, 385; T 371, 384</p>

STANDARDS	PAGE REFERENCES
<p><i>M (N&amp;O)-6-7</i>  <i>Estimation</i>  <i>Embed estimation throughout math instruction</i></p>	
<p>Estimation</p>	
<p>Identify when estimation is appropriate</p>	<p><b>Student Edition:</b>  88-91, 242-245, 245-247  <i>On Your Own Exercises</i> 100, 102, 257-264  <b>Teacher Edition:</b>  DU 88-91; EE 88; T245</p>
<p>Select an appropriate method of estimation</p>	<p><b>Student Edition:</b>  242-245, 245-247, 248-250, 251-254  <i>On Your Own Exercises</i> 257-264  <b>Teacher Edition:</b>  DU 243-244, 251-254; EP 242</p>
<p>Determine the level of accuracy needed for a situation</p>	<p><b>Student Edition:</b>  242-245, 248-250, 251-254  <i>On Your Own Exercises</i> 257-264  <b>Teacher Edition:</b>  DU 243-244, 251-254; EP 242</p>
<p>Analyze effect of estimate on accuracy of results</p>	<p><b>Student Edition:</b>  242-245, 248-250, 251-254  <i>On Your Own Exercises</i> 257-264  <b>Teacher Edition:</b>  DU 243-244, 251-254; EP 242</p>
<p>Evaluate the reasonableness of solution</p>	<p><b>Student Edition:</b>  242-245, 245-247, 248-250, 251-254  <i>On Your Own Exercises</i> 257-264  <b>Teacher Edition:</b>  DU 243-244, 245-247, 251-254; EP 242; T245</p>

STANDARDS	PAGE REFERENCES
<p><i>M (N&amp;O)-6-8</i>  <i>Properties</i>  <i>Embed properties throughout math instruction</i></p>	
<p>Number Properties  Odd and even numbers, positive and negative numbers, prime factorization, divisibility and remainders  Field Properties  commutative, associative, identity, multiplicative, Property of 1, distributive, and additive inverse</p>	
<p>Apply number properties to simplify computations and solve problems</p>	<p><b>Student Edition:</b>  61-63, 64-65, 174-178, 179-183  <i>Math Link</i> 63  <i>On Your Own Exercises</i> 187-190  <b>Teacher Edition:</b>  A 176, 177, 180, 182; DU 175-178, 179; ML 63;  RAL 174, 175, 178, 183; TT 62; WU 64</p>
<p><i>M (G&amp;M)-6-1</i>  <i>Sorting and Classifying</i></p>	
<p>Uses properties and attributes of :  Angles (right, acute, obtuse)</p>	
<p>Identify, describe, classify or distinguish among different types of triangles (acute, right, obtuse, scalene, isosceles, equiangular, and equilateral)</p>	<p><b>Student Edition:</b>  2-3, 4-8, 8-11, 24-29, 30-34, 44-47  <i>Inquiry Investigation</i> 16-17  <i>On Your Own Exercises</i> 18-19, 35-39  <b>Teacher Edition:</b>  24B, 40B  A 11, 17; DU 7-9, 10-11, 45-47; MB 27, 46; RAL 6, 9, 16, 45; QQ 23</p>
<p>Sides (number of sides, congruent, parallelism, or perpendicularity)</p>	
<p>Identify, describe, classify or distinguish among different types of quadrilaterals (squares, rectangles, rhombi, trapezoids, parallelograms)</p>	<p><b>Student Edition:</b>  2-3, 4-8, 8-11, 12-15  <i>On Your Own Exercises</i> 18-19  <b>Teacher Edition:</b>  A 11; DU 7-9, 10-11; RAL 6, 9</p>
<p><i>M (G&amp;M)-6-2</i>  <i>Applies Theorems or Relationships</i></p>	
<p>None at this Grade</p>	

STANDARDS	PAGE REFERENCES
<p><i>M (G&amp;M)-6-3</i> <i>3-Dimensional Shapes</i></p> <p>Properties or attributes of shapes: Shape of bases, number of lateral faces, number of bases, number of edges, number of vertices 3-D shapes: rectangular prisms, triangular prisms, cylinders, spheres, pyramids, cones</p>	
<p>Use properties or attributes to identify, compare or describe 3-D shapes</p>	<p><b>Student Edition:</b> 434-437, 437-440 <i>Inquiry Investigation</i> 441-443 <i>On Your Own Exercises</i> 444-447</p> <p><b>Teacher Edition:</b> 434B DU 435-437, 438-440; RAL 435, 438; T 439</p>
<p><i>M (G&amp;M)-6-4</i> <i>Congruency</i></p> <p>Transformations (reflections, translations, rotations)</p>	
<p>Predict and describe transformational steps (reflection, translation, and rotation including degree of rotation) needed to show congruence</p>	<p>Beginning of Concept can be found in the below references.</p> <p><b>Student Edition:</b> 9 <i>On Your Own Exercises</i> 19</p> <p><b>Teacher Edition:</b> A9; RAL 9</p>
<p>Congruency</p>	
<p>Compose and decompose two- and three-dimensional objects using models or explanations</p>	<p><b>Student Edition:</b> 321-324, 325-326 <i>On Your Own Exercises</i> 335-336 <i>Review and Self-Assessment</i> 343-344</p> <p><b>Teacher Edition:</b> 321B DU 322-324</p>
<p>Line and rotational symmetry</p>	
<p>Use line and rotational symmetry to demonstrate congruent parts within a shape</p>	<p><b>Student Edition:</b> 8-11, 12-15 <i>On Your Own Exercises</i> 19-24</p> <p><b>Teacher Edition:</b> A 11; DU 10-11; QQ 23; RAL 9,12</p>

STANDARDS	PAGE REFERENCES
<p><i>M (G&amp;M)-6-5</i> <i>Similarity</i></p>	
	<p>Similarity of polygons and circles</p>
<p>Describe the proportional effect on the linear dimensions of polygons or circles (when scaling up or down) while preserving the angle measures of polygons using models or explanations</p>	<p><b>Student Edition:</b> 327-331, 332-334 <i>On Your Own Exercises</i> 335-340</p>
<p>Apply scales to maps</p>	<p><b>Student Edition:</b> <i>On Your Own Exercises</i> 339</p>
<p><i>M (G&amp;M)-6-6</i> <i>Perimeter/Area/Volume</i></p>	
	<p>Perimeter of polygons Area of quadrilaterals or triangles Volume of rectangular prisms Circumference of a circle (relationships of radius, diameter and circumference)</p>
<p>Determine perimeter/circumference, area, volume and circumference using formulas, models, or solving related problems</p>	<p><b>Student Edition:</b> 40-44, 44-47, 398-402, 402-404, 409-412, 413-416, 419-421, 422-424 <i>On Your Own Exercises</i> 48-51, 405-408, 425-433 <i>Review and Self-Assessment</i> 55 <b>Teacher Edition:</b> 40B, 398B, 409B A 400, 415; DU 41-44, 399-402, 413-416, 420-422; MB 414; QQ 51, 408, 433; RAL 42, 45, 409; T47, 410, 419</p>
<p>Express measures in appropriate units.</p>	<p><b>Student Edition:</b> 40-44, 44-47, 398-402, 402-404, 409-412, 413-416, 419-421, 422-424 <i>On Your Own Exercises</i> 48-51, 405-408, 425-433 <i>Review and Self-Assessment</i> 55 <b>Teacher Edition:</b> 40B, 398B, 409B A 400, 415; DU 41-44, 399-402, 413-416, 420-422; MB 414; QQ 51, 408, 433; RAL 42, 45, 409; T47, 410, 419</p>

STANDARDS	PAGE REFERENCES
<p><i>M (G&amp;M)-6-7</i>  <i>Measurement</i>  <i>Embed measurement throughout math instruction</i></p> <p>Length (inch, foot, centimeter, meter, yard, mile, kilometer, 12in=1ft, 100cm=1m, 3ft=1yd, 10mm=1cm, 1000mm=1m, to 1/16 inch, to 0.1 cm, to .001m,)  Time (hour, day, year, 24hrs=1 day, 7 days=1 week, 365 days=1 year, 60 sec=1 min, 60min=1 hr, to 1 minute intervals)  Temperature (Celsius and Farenheit to 1 degree)  Capacity (quart, gallon, pint, liter 32oz=1qt, 4qts=1 gal., 2pts=1qt, 1000ml=1L, to 1oz)  Mass (gram, kilogram)  Weight (pound, ounces, 16oz=1lb., to 1oz)  Angles and Rotation (degree, ° 360 = 1circle, ° 90 = right angle, to 2 degrees)</p>	
<p>Measure using appropriate units for length, time, temperature, capacity, mass and weight</p>	<p><b>Student Edition:</b>  449-453, 454-456  <i>On Your Own Exercises</i> 257 #3-#8, 457-460  <b>Teacher Edition:</b>  449B  A 453; DU 450-453; QQ 461; RAL 450, 456; T254</p>
<p>Solve problems and make conversions for length, time and mass</p> <p>Metric System – Decimals – Semester I Standard  (Customary) System – Fractions – Semester II</p>	<p><b>Student Edition:</b>  196, 205  <b>Teacher Edition:</b>  HA 197</p>
<p><i>M (G&amp;M)-6-8</i>  <i>Time</i></p>	
<p>None at this level</p>	
<p><i>M (G&amp;M)-6-9</i>  <i>Spatial Relationships</i></p>	
<p>None at this level</p>	
<p><i>M (G&amp;M)-6-10</i>  <i>Spatial Reasoning and Visualization</i></p>	
<p>None at this level</p>	

STANDARDS	PAGE REFERENCES
<p><i>M (F&amp;A)-6-1</i> <i>Patterns</i></p>	
	<p>Identifies and extends to specific cases a variety of patterns (linear and nonlinear) represented in models, tables sequences, graphs, or problem situations</p>
<p>Write a rule in words or symbols to determine any specific element in a linear or nonlinear relationship</p>	<p><b>Student Edition:</b> 149-152, 152-156, 160-162, 550-552, 552-554 <i>Inquiry Investigation</i> 157-159 <i>On Your Own Exercises</i> 166-173, 555-559 <b>Teacher Edition:</b> DU 149-151, 161-162; RAL 158,160</p>
<p>Write an expression or equation using words or symbols to express the generalization of a linear relationship (twice the term number plus one, <math>2n+1</math>)</p>	<p><b>Student Edition:</b> 163-165 <i>On Your Own Exercises</i> 169 #20-#24 <b>Teacher Edition:</b> DU 164-165; RAL 164</p>
<p><i>M (F&amp;A)-6-2</i> <i>Rates of Change</i></p>	
	<p>Linear relationships (<math>y=kx</math> and <math>y=mx+b</math>) as a constant rate of change</p>
<p>Construct and interpret graphs of real occurrences</p>	<p><b>Student Edition:</b> 308, 495-499, 500-502, 552-554 <i>On Your Own Exercises</i> 503-508, 557 #19 <b>Teacher Edition:</b> A 495; DU 497-498, 553-554; RAL 499</p>
<p>Describe slope of linear relationships (faster, slower, greater, smaller) in problem situations</p>	<p><b>Student Edition:</b> 495-499, 500-502 <b>Teacher Edition:</b> T502</p>
<p>Describe how a change in one variable relates to a change in the value of the second variable in problem situations with constant rates of change</p>	<p><b>Student Edition:</b> 308, 495-499 <i>On Your Own Exercises</i> 503-508 <b>Teacher Edition:</b> A 495; DU 497-498; MB 308; RAL 499</p>

STANDARDS	PAGE REFERENCES
<p><i>M (F&amp;A)-6-3</i> <i>Algebraic Expressions</i></p>	
<p>Algebraic expressions including more than 1 variable</p>	
<p>Write linear algebraic expressions using order of operations</p>	<p><b>Student Edition:</b> 126-129, 130-132 <i>On Your Own Exercises</i> 136-142 <b>Teacher Edition:</b> A 127, 128, 130; DU 127-129, 130-132; QQ 142; RAL 129</p>
<p>Evaluate linear algebraic expressions (including more than one variable)</p>	<p><b>Student Edition:</b> 143-148, 160-162 <i>On Your Own Exercises</i> 166-173 <b>Teacher Edition:</b> 143B A 145; T 148, 162</p>
<p>Evaluate an expression within an equation (find <math>y</math> when <math>x = 4</math>, given <math>y = 3x - 2</math>)</p>	<p><b>Student Edition:</b> 143-148, 160-162 <i>On Your Own Exercises</i> 166-173 <b>Teacher Edition:</b> 143B A 145; T 148, 162</p>
<p><i>M (F&amp;A)-6-4</i> <i>Equality</i></p>	
<p>Equality</p>	
<p>Show equivalence between two expressions using models or different representations</p>	<p><b>Student Edition:</b> 143-148, 149-151, 152-156, 160-162 <i>On Your Own Exercises</i> 166-173 <b>Teacher Edition:</b> 143B A 145; DU 152-156; T 148, 162</p>
<p>Solve multi-step linear equations of the form <math>ax \pm b = c</math> where <math>a</math>, <math>b</math>, and <math>c</math> are whole numbers and <math>a \neq 0</math></p>	<p><b>Student Edition:</b> 534-536, 536-538 <i>On Your Own Exercises</i> 541-545 <i>Inquiry Investigation</i> 539-540 <i>Review and Self-Assessment</i> 573-575 <b>Teacher Edition:</b> A 534; DU 535, 537-538; QQ 545; RAL 537</p>

STANDARDS	PAGE REFERENCES
<p><i>M (DSP)-6-1</i>  <i>Interpret a Given Representation</i>  <i>Consistent with skills in M (DSP)-6-2</i></p>	
<p>Data interpretation</p>	
<p>Answer questions related to data</p>	<p><b>Student Edition:</b>  265-268, 269-271, 272-275  <i>On Your Own Exercises</i> 276-281  <b>Teacher Edition:</b>  265B  A 267; DU 266-268, 269-271, 272-275; RAL 275;  T 268</p>
<p>Data representations:  Circle graphs,  Line graphs,  Stem-and-leaf plots</p>	
<p>Analyze data to:  formulate or justify conclusions make predictions  solve problems</p>	<p><b>Student Edition:</b>  265-268, 269-271, 272-275, 579-580, 581-584,  585-587  <i>On Your Own Exercises</i> 276-281, 592-599  <b>Teacher Edition:</b>  A 267, 581; DU 266-268, 269-271, 272-275, 580,  581-584; RAL 275, 584; T 268, 587</p>
<p><i>M (DSP)-6-2</i>  <i>Analyze Data</i></p>	
<p>Patterns, trends and distributions in data</p>	
<p>Analyze patterns, trends or distributions in data  using measures of central tendency (median,  mean, mode) and dispersion (range) to analyze  situations and solve problems</p>	<p><b>Student Edition:</b>  265-268, 269-271, 272-275  <i>On Your Own Exercises</i> 276-281  <b>Teacher Edition:</b>  265B  A 267; DU 266-268, 269-271, 272-275; RAL 275;  T 268</p>

STANDARDS	PAGE REFERENCES
<p><i>M (DSP)-6-3</i>  <i>Organize and Display Data</i>  <i>Consistent with skills in M (DSP)-6-2</i></p>	
<p>Data representations:  Tables  Line graphs  Stem-and-leaf plots</p>	
<p>Answer questions related to the data</p>	<p><b>Student Edition:</b>  265-268, 269-271, 272-275, 579-580, 581-584,  585-587  <i>On Your Own Exercises</i> 276-281, 592-599  <b>Teacher Edition:</b>  A 267, 581; DU 266-268, 269-271, 272-275, 580,  581-584; RAL 275, 584; T 268, 587</p>
<p>Analyze data to formulate or justify conclusions,  make predictions and solve problems</p>	<p><b>Student Edition:</b>  265-268, 269-271, 272-275, 579-580, 581-584,  585-587  <i>On Your Own Exercises</i> 276-281, 592-599  <b>Teacher Edition:</b>  A 267, 581; DU 266-268, 269-271, 272-275, 580,  581-584; RAL 275, 584; T 268, 587</p>
<p><i>M (DSP)-6-4</i>  <i>Counting Techniques</i></p>	
<p>Strategies: organized lists, tables, tree diagrams, models, Fundamental Counting Principle</p>	
<p>Utilize counting techniques to solve combination  and simple permutation problems in context</p>	<p><b>Student Edition:</b>  617-620, 621-625, 628-632  <i>Inquiry Investigation</i> 626-627  <i>On Your Own Exercises</i> 633-637  <b>Teacher Edition:</b>  617B  A 619, 631; DU 618-620, 621-625, 628-631;  T 620,632</p>

STANDARDS	PAGE REFERENCES
<p><i>M (DSP)-6-5</i> <i>Probability</i></p>	
<p>Experimental and theoretical probability</p>	
<p>Predict the theoretical probability of an event</p>	<p><b>Student Edition:</b> 621-625, 628-632 <i>Inquiry Investigation</i> 626-627 <i>On Your Own Exercises</i> 633-637</p> <p><b>Teacher Edition:</b> 617B DU 621-625; MB 621, 622; RAL 617, 623</p>
<p>Test predictions through experiments and simulations</p>	<p><b>Student Edition:</b> 617-620, 621-625, 628-632 <i>Inquiry Investigation</i> 626-627 <i>On Your Own Exercises</i> 633-637</p> <p><b>Teacher Edition:</b> 617B A 619, 631; DU 618-620, 621-625, 628-631; T 620, 632</p>
<p>Design fair games</p>	<p><b>Student Edition:</b> 617-620, 621-625, 628-632 <i>Inquiry Investigation</i> 626-627 <i>On Your Own Exercises</i> 633-637</p> <p><b>Teacher Edition:</b> 617B A 619, 631; DU 618-620, 621-625, 628-631; T 620, 632</p>
<p>Determine the theoretical or experimental probability of an event in a problem solving situation</p>	<p><b>Student Edition:</b> 617-620, 621-625, 628-632 <i>Inquiry Investigation</i> 626-627 <i>On Your Own Exercises</i> 633-637</p> <p><b>Teacher Edition:</b> 617B A 619, 631; DU 618-620, 621-625, 628-631; T 620,632</p>

STANDARDS	PAGE REFERENCES
<p><i>M (DSP)-6-6</i>  <i>Experimental Design</i>  <i>Consistent with skills in M (DSP)-6-2</i></p>	
<p>Independent experimental design (In response to a teacher or student generated question or hypothesis)</p>	
<p>Determine most effective method of data collection (survey, observation, experimentation)</p>	<p><b>Student Edition:</b>  265-268, 269-271, 272-275  <i>On Your Own Exercises</i> 276-281  <b>Teacher Edition:</b>  265B  A 267; DU 266-268, 269-271, 272-275; RAL 275; T 268</p>
<p>Collect, organize and display data</p>	<p><b>Student Edition:</b>  265-268, 269-271, 272-275, 579-580, 581-584, 585-587  <i>On Your Own Exercises</i> 276-281, 592-599  <b>Teacher Edition:</b>  A 267, 581; DU 266-268, 269-271, 272-275, 580, 581-584; RAL 275, 584; T 268, 587</p>
<p>Analyze data to draw conclusions and make predictions about question or hypothesis being tested</p>	<p><b>Student Edition:</b>  265-268, 269-271, 272-275, 579-580, 581-584, 585-587  <i>On Your Own Exercises</i> 276-281, 592-599  <b>Teacher Edition:</b>  A 267, 581; DU 266-268, 269-271, 272-275, 580, 581-584; RAL 275, 584; T 268, 587</p>
<p>Ask new question based on results</p>	<p><b>Student Edition:</b>  265-268, 269-271, 272-275, 579-580, 581-584, 585-587  <i>On Your Own Exercises</i> 276-281, 592-599  <b>Teacher Edition:</b>  A 267, 581; DU 266-268, 269-271, 272-275, 580, 581-584; RAL 275, 584; T 268, 587</p>
<p>Make connections to real world situations</p>	<p><b>Student Edition:</b>  265-268, 269-271, 272-275, 579-580, 581-584, 585-587  <i>On Your Own Exercises</i> 276-281, 592-599  <b>Teacher Edition:</b>  A 267, 581; DU 266-268, 269-271, 272-275, 580, 581-584; RAL 275, 584; T 268, 587</p>