



# IMPACT

## Mathematics

### COURSE 2

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STANDARDS	PAGE REFERENCES
Grade Level Expectations	
<i>M (N&amp;O)-7-1</i>	
<i>Rational Numbers</i>	
<b>Square roots of perfect squares</b>	
Compare percents of a whole when the wholes vary in magnitude	<b>Student Edition:</b> 530-533, 534-536, 537-539 <i>Review &amp; Self-Assessment</i> 551-555 <b>Teacher Wraparound Edition:</b> AA 532, 535; DU 535; E 532, 533; I 530; QQ 539; RAL 533; SS 533, 536; T 536; TD 531
<b>Rates</b>	
Utilize models, explanations and other representations	<b>Student Edition:</b> 368, 369-373, 373-376, 377-379, 380-381, 382-388, 540-543, 544-546, 547-550 <i>Review &amp; Self-Assessment</i> 431-433, 551-555 <b>Teacher Wraparound Edition:</b> DU 374, 542; OSA 542; QQ 550; RAL 372; T 541, 545; TD 373; WU 543

STANDARDS	PAGE REFERENCES
<p>Proportional Reasoning Percents</p>	
<p>Demonstrate conceptual understanding of:</p> <ul style="list-style-type: none"> <li>■ square roots of perfect squares</li> <li>■ the use of proportional reasoning as it relates to ratios, rates and percents</li> <li>■ percents as a way of expressing multiples of a number (200% of 50)</li> </ul>	<p><b>Student Edition:</b> 331-335, 336-338, 339-342, 343-347, 347-350, 351-354, 355-360 <i>Review &amp; Self-Assessment</i> 361-365 <i>Think &amp; Discuss</i> 331</p> <p><b>Teacher Wraparound Edition:</b> E 334; MB 332; ML 331; OSA 335; QQ 342; T 333; TD 331; TT 337</p>
<p><i>M (N&amp;O)-7-2</i> <i>Magnitude of Numbers</i></p>	
<p>Whole number bases with whole number exponents Integers Rational numbers (fractions, decimals, percents) Absolute value <b>Scientific notation</b></p>	
<p>Order, compare, and identify equivalent rational numbers (fractions, decimals, percents) across number formats.</p>	<p><b>Student Edition:</b> 127, 319, 320-323, 324-327, 328-330, 530-533, 537 <i>Review &amp; Self-Assessment</i> 361-365</p> <p><b>Teacher Wraparound Edition:</b> AA 327; E 533; QC 539; QQ 330; RAL 324; TD 127, 326; TT 325</p>
<p>Connect numbers to quantities using number lines or equality and inequality symbols</p>	<p><b>Student Edition:</b> 131-133, 134-139, 140-142, 143-145, 148-153, 324-327, 328-330 <i>Review &amp; Self-Assessment</i> 169-171</p> <p><b>Teacher Wraparound Edition:</b> AA 327; DU 144, 327; I 134; OSA 325; QQ 153; RAL 143; T 138; TT 144</p>

STANDARDS	PAGE REFERENCES
<p><i>M (N&amp;O)-7-3</i> <i>Mathematical Operations</i></p> <p>Whole numbers with whole number exponents Integers</p>	
<p>Describe or illustrate using models, diagrams, or explanations</p>	<p><b>Student Edition:</b> 93-96, 96-100, 100-103, 104-106, 107-108, 109-110, 111-113, 114-116, 117-119 <i>Review &amp; Self-Assessment</i> 120-123</p> <p><b>Teacher Wraparound Edition:</b> MP 114; QQ 106; RAL 95; T 94, 103; TD 97; TO 115; TT 93; WDYL 116</p>
<p><i>M (N&amp;O)-7-4</i> <i>Solving Problems</i></p> <p>Addition and subtraction of integers Numbers raised to whole number powers Square roots of perfect square and non-perfect square numbers Order of operations using parentheses, brackets and exponents Proportional Reasoning Percents involving discounts, tax or tips, and rates</p>	
<p>Solve problems incorporating content as listed</p>	<p><b>Student Edition:</b> 49-50, 51-52, 96-100, 100-103, 104-106, 128-130, 134-139, 140-142, 331-335, 505-507, 508-510, 510-513, 530-533, 534-536</p> <p><b>Teacher Wraparound Edition:</b> AE 536; DU 103, 534; I 505; ML 99; OSA 535, 509; SS 139; T 130; TD 141</p>
<p><i>M (N&amp;O)-7-5</i> <i>Monetary Value</i></p>	
<p>None at this level</p>	

STANDARDS	PAGE REFERENCES
<p><i>M (N&amp;O)-7-6</i> <i>Mental Math</i></p> <p><i>Embed mental arithmetic throughout math instruction</i></p>	
<p><b>Mental computation strategies:</b>  Use compatible numbers  Apply properties  Use mental imagery  Use patterns</p>	
<p>Mentally calculate benchmark perfect squares and square roots (<math>1^2, 2^2, \dots, 12^2, 15^2, 20^2, 100^2, 1000^2</math>)</p>	<p><b>Student Edition:</b>  331-335, 339-342, 388 #27, 529 #40-#45  <i>Real-World Link</i> 348  <i>Review &amp; Self-Assessment</i> 361-365</p> <p><b>Teacher Wraparound Edition:</b>  AA 332; DU 335; E 348; MB 332; QQ 342;  RAL 331; SS 335; T 333; TD 331</p>
<p>Determine part of a number using benchmark percents and related fractions (1%, 10%, 25%, 33 1/3%, 50%, 66 2/3%, 75%, 100%)  ex. 33 1/3 % of 21 and 25% of 16</p>	<p><b>Student Edition:</b>  324-327, 328-330, 530-533</p> <p><b>Teacher Wraparound Edition:</b>  AA 327, 532; CS 530; DU 532; E 532, 533;  OSA 325; QQ 330; RAL 324, 533; T 326, 536;  TD 324; TT 325</p>
<p><i>M (N&amp;O)-7-7</i> <i>Estimation</i></p> <p><i>Embed estimation throughout math instruction</i></p>	
<p><b>Estimation</b>  <b>Tips, discounts and taxes</b></p>	
<p>Identify when estimation is appropriate</p>	<p><b>Student Edition:</b>  7, 244-247, 251-255, 267, 268-269, 351-354, 519-521</p> <p><i>Develop &amp; Understand</i> 334-335  <i>Think &amp; Discuss</i> 250</p> <p><b>Teacher Wraparound Edition:</b>  DU 7 ; I 230; OSA 245, 246; QQ 255</p>

STANDARDS	PAGE REFERENCES
Select an appropriate method of estimation	<p><b>Student Edition:</b> 7, 237 #11, 244-247, 251-255, 267, 268-269, 270-271, 351-354, 519-521, 532 #7 <i>Develop &amp; Understand</i> 334-335 <i>Think &amp; Discuss</i> 213, 250</p> <p><b>Teacher Wraparound Edition:</b> DU 7, 245, 246; I 230; OSA 244, 245,246; QQ 255; RAL 247</p>
Determine the level of accuracy needed for a situation	<p><b>Student Edition:</b> 7, 237 #11, 244-247, 251-255, 267, 351-354, 519-521, 532 #7 <i>Develop &amp; Understand</i> 334-335</p> <p><b>Teacher Wraparound Edition:</b> CH 521; T 245</p>
Analyze effect of estimate on accuracy of results	<p><b>Student Edition:</b> 7, 244-247, 251-255, 267, 270-271, 351-354, 519-521, 532 #7 <i>Develop &amp; Understand</i> 334-335 <i>Think &amp; Discuss</i> 240</p> <p><b>Teacher Wraparound Edition:</b> CH 521; DU 7; E 246; T 245; TD 246; TO 351</p>
Evaluate the reasonableness of solution	<p><b>Student Edition:</b> 7, 244-247, 251-255, 267, 268-269, 270-271, 351-354, 519-521, 532 #7 <i>Develop &amp; Understand</i> 334-335 <i>Think &amp; Discuss</i> 240</p> <p><b>Teacher Wraparound Edition:</b> CH 521; DU 7; E 246; T 245; TD 246; TO 351; WDYL 521</p>

STANDARDS	PAGE REFERENCES
<p><i>M (N&amp;O)-7-8</i> <i>Properties</i></p> <p><i>Embed properties throughout math instruction</i></p> <p><b>Number Properties:</b> Odd and even numbers, positive and negative numbers, prime factorization, divisibility and remainders</p>	
<p>Apply number properties to simplify computations and solve problems with remainders</p>	<p><b>Student Edition:</b> 75-77, 77-79, 80-82, 83-85, 86-91, 126-127, 128-130, 134-139, 140-142</p> <p><i>Review &amp; Self-Assessment</i> 120-123, 169-171</p> <p><b>Teacher Wraparound Edition:</b> DU 81; E 138; I 75, 126; MB 81; RAL 78, 79; SS 77, 79; T 85, 130; TD 141; TT 78; WU 76</p>
<p><b>Field properties:</b> commutative, associative, identity (including <math>2^0 \times 2^3 = 2^{0+3} = 2^3</math>), distributive, inverses (additive and multiplicative)</p>	
<p>Demonstrate conceptual understanding of field properties as they apply to subsets of the real numbers (ex. Set of whole numbers does not have additive inverse, set of integers does not have multiplicative inverse)</p>	<p><b>Student Edition:</b> 49-50, 51-52, 53-55, 56-59, 63-68, 93-96, 96-100, 100-103, 104-106, 109-110, 111-113, 117-119</p> <p><b>Teacher Wraparound Edition:</b> DU 94, 102, 103; I 49, 51, 75, 96; MB 93; QQ 106; RAL 110; SS 59; TD 333</p>
<p><i>M (G&amp;M)-7-1</i> <i>Sorting and Classifying</i></p> <p>Adjacent angles, vertical angles, straight angles, and angle relationships formed by parallel and nonparallel lines cut by a transversal</p>	
<p>Use properties and attributes of angle relationships resulting from two or three intersecting lines</p>	<p>See <i>Skills Intervention Worksheets, Course 1</i> © 2009 (Skills 1 through 6) and <i>Skills Intervention Worksheets Course, 3</i> © 2009 (Skills 9 through 11).</p>

STANDARDS		PAGE REFERENCES
<i>M (G&amp;M)-7-2</i> <i>Applies Theorems or Relationships</i>		
Sums of interior angles of regular polygons Triangle Inequality		
Solve problems using sums of interior angles of regular polygons		<b>Teacher Wraparound Edition:</b> DU 344
<i>M (G&amp;M)-7-3</i> <i>3-Dimensional Shapes</i>		
None at this level		
<i>M (G&amp;M)-7-4</i> <i>Congruency</i>		
Congruency on the coordinate plane Transformations		
Solve problems of congruency on the coordinate plane involving reflections, translations and rotations		See <i>Skills Intervention Worksheets, Course 3</i> © 2009 (Skills 29 through 32).
<i>M (G&amp;M)-7-5</i> <i>Similarity</i>		
Similarity of polygons and circles		
Solve problems and determine the effect of scaling (up or down) and the impact on angle measures, linear dimensions and areas of polygons, and circles when the linear dimensions are multiplied by a constant factor		A lesson including the areas of similar polygons can be included in the following references. <b>Student Edition:</b> 517-518, 519-521

STANDARDS	PAGE REFERENCES
<b>Areas of similar polygons and circles</b>	
Describe effects using models or explanations	<p>A lesson including the areas of similar polygons can be included in the following references.</p> <p><b>Student Edition:</b> 517-518, 519-521</p>
<p><i>M (G&amp;M)-7-6</i> <i>Perimeter/Area/Volume</i></p>	
<p><b>Area of a circle</b> <b>Area and perimeter/circumference of composite figures (quadrilaterals, triangles, parts of circles)</b> <b>Surface area of rectangular prisms</b> <b>Volume of triangular prisms, rectangular prisms, and cylinders</b></p>	
Determine perimeter/circumference, area and volume using formulas, models or by solving related problems	<p><b>Student Edition:</b> 211, 212, 213-215, 216-219, 220-222, 223-227, 277 #14-#16, 313 #9-#10, 331, 332, 388 #15-#18, 472 #39, 445 #22-#24, 488 #58-#59 <i>Review &amp; Self-Assessment 256-259</i></p> <p><b>Teacher Wraparound Edition:</b> AA 213, 217; DU 218; I 331; MP 220; OSA 213; QQ 227; SS 219</p>
Express measures in appropriate units	<p><b>Student Edition:</b> 211, 212, 213-215, 216-219, 220-222, 223-227, 277 #14-#16, 313 #9-#10, 331, 332, 388 #15-#18, 472 #39 <i>Review &amp; Self-Assessment 256-259</i></p> <p><b>Teacher Wraparound Edition:</b> AA 213, 217; DU 218; I 331; MP 220; OSA 213; QQ 227; SS 219</p>

STANDARDS	PAGE REFERENCES
<p><i>M (G&amp;M)-7-7</i> <i>Measurement</i></p> <p><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,)</p> <p>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)</p> <p>Temperature (Celsius and Farenheit to 1 degree)</p> <p>Capacity (quart, gallon, pint, liter 32oz=1qt, 4qts=1 gal., 2pts=1qt, 1000ml=1L, to 1oz)</p> <p>Mass (gram, kilogram)</p> <p>Weight (pound, ounces, 16oz=1lb., to 1oz)</p> <p>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> 45 #11, 220-222, 240, 241-244, 245-247, 247-250, 251-255, 389 <i>Review &amp; Self-Assessment</i> 256-259</p> <p><b>Teacher Wraparound Edition:</b> AA 246; DU 242, 244, 245, 246, 249; I 389; OSA 246; QQ 255; RAL 248; TD 240, 243; TO 221; WDYL 222; WU 250</p>
<p>Solve problems and make conversions for length, time and mass</p>	<p><b>Student Edition:</b> 45 #11, 240, 241-244, 244-247, 247-250, 251-255, 372, 382 #1-#2, 385 #8, 386 #9-#11, 503 #16 <i>Review &amp; Self-Assessment</i> 256-259</p> <p><b>Teacher Wraparound Edition:</b> AT 241; DU 243; E 242, 244; OSA 244, 248; QQ 255; T 242, 250</p>
<p><i>M (G&amp;M)-7-8</i> <i>Time</i></p>	
<p>None at this level</p>	
<p><i>M (G&amp;M)-7-9</i> <i>Spatial Relationships</i></p>	
<p>None at this level</p>	

STANDARDS	PAGE REFERENCES
<p><i>M (G&amp;M)-7-10</i> <i>Spatial Reasoning and Visualization</i></p> <p><i>Consistent with skills in M (G&amp;M) –7-6</i></p> <p><b>3-D solids</b></p>	
<p>Sketch 3-D solids</p>	<p><b>Teacher Wraparound Edition:</b> DU 213; ML 216; RAL 216</p>
<p><b>Nets</b></p>	
<p>Draw nets of rectangular and triangular prisms, cylinders and pyramids</p>	<p><b>Student Edition:</b> 211, 228, 229-230, 230-233, 233-234, 235-239 <i>Review &amp; Self-Assessment</i> 256-259</p> <p><b>Teacher Wraparound Edition:</b> DU 229; E 232, 237, 238; FL 211; RAL 216, 232; SS 230, 233; T 229, 230</p>
<p><b>Surface Area</b></p>	
<p>Use nets to find surface area</p>	<p><b>Student Edition:</b> 212, 230-233, 233-234, 235-239</p> <p><b>Teacher Wraparound Edition:</b> E 231, 237; I 212, 228, 230; OSA 231; QQ 239; RAL 232; SS 233</p>
<p><i>M (F&amp;A)-7-1</i> <i>Patterns</i></p>	
<p><b>Identify and extend to specific cases a variety of patterns (linear and nonlinear) represented in models, tables, sequences, graphs, or problem situations</b></p>	
<p>Generalize a linear relationship using words and symbols for a specific case</p>	<p><b>Student Edition:</b> 394-396, 410, 411-413, 414-416, 417-419, 420-422, 423-430</p> <p><i>Review &amp; Self-Assessment</i> 431-433</p> <p><b>Teacher Wraparound Edition:</b> AA 424; DU 412, 415, 421; E 410; I 417; QC 429; QQ 430; RAL 418; T 413, 416</p>
<p>Write an expression or equation using words or symbols to express the generalization of a nonlinear relationship</p>	<p><b>Student Edition:</b> 410, 411-413, 414-416, 420-422, 423-430, 488</p> <p><i>Review &amp; Self-Assessment</i> 431-433</p> <p><b>Teacher Wraparound Edition:</b> AA 429; DU 412; E 421; MB 414; QQ 430; SS 416; T 413; TD 395</p>

STANDARDS	PAGE REFERENCES
<p><i>M (F&amp;A)-7-2</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>Solve problems involving relationship of slope and rate of change</p>	<p><b>Student Edition:</b> 390-393, 394-396, 396-397, 402-409 <i>Review &amp; Self-Assessment</i> 431-433 <b>Teacher Wraparound Edition:</b> AA 391, 403; ML 398; SS 393, 397; TD 391; WU 392, 394</p>
<p>Describe the meaning of slope in concrete situations</p>	<p><b>Student Edition:</b> 390-393, 394-396, 396-397, 402-409 <i>Review &amp; Self-Assessment</i> 431-433 <b>Teacher Wraparound Edition:</b> AA 403; E 393; I 396; ML 398; RAL 393, 396; SS 393, 397; TD 393; WU 392, 394</p>
<p>Determine the slope of a line from a table or graph</p>	<p><b>Student Edition:</b> 390-393, 394-396, 396-397, 402-409 <i>Review &amp; Self-Assessment</i> 431-433 <b>Teacher Wraparound Edition:</b> AA 403; E 393; I 396; ML 398; RAL 393; SS 397; TD 393; WU 394</p>
<p>Distinguish between constant and various rates of change in relation to tables and graphs</p>	<p><b>Student Edition:</b> 369-373, 373-376, 377-379, 380-381, 382-388, 390-393, 396-397, 402-409 <i>Review &amp; Self-Assessment</i> 431-433 <b>Teacher Wraparound Edition:</b> AA 383, 386; DU 369, 375; QQ 388; T 376; TD 373; TT 371; WU 370</p>
<p>Describe how a change in the value of 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> 369-373, 373-376, 380-381, 382-388, 390-393, 396-397, 402-409 <i>Review &amp; Self-Assessment</i> 431-433 <b>Teacher Wraparound Edition:</b> DU 369, 374; QQ 388; TT 371</p>

STANDARDS	PAGE REFERENCES
<p><i>M (F&amp;A)-7-3</i> <i>Algebraic Expressions</i></p>	
<p><b>Algebraic expressions</b> <b>(including those with whole number exponents or more than one variable)</b></p>	
<p>Use letters to represent unknown quantities to write linear algebraic expressions</p>	<p><b>Student Edition:</b> 9-11, 12-16, 21-29, 32-34, 35-39, 40-42, 43-48, 51-55, 56-59, 60-62, 63-68, 480, 481 <i>Review &amp; Self-Assessment</i> 69-71</p> <p><b>Teacher Wraparound Edition:</b> DU 16; I 9, 32, 56, 60; QQ 48, 68; RAL 7, 16, 33; T 10</p>
<p>Evaluate algebraic expressions within an equation (find <math>y</math> when <math>x = 4</math>, given <math>y = 5x^3 - 2</math>)</p>	<p><b>Student Edition:</b> 11, 12-16, 21-29, 32-34, 35-39, 40-42, 43-48, 51-55, 56-59, 60-62, 63-68, 91 #42-#45, 255 #42-#47, 480, 481, 482, 529 #28-#33 <i>Review &amp; Self-Assessment</i> 69-71</p> <p><b>Teacher Wraparound Edition:</b> AA 54; DU 16, 481; I 9, 17, 32, 56, 60; QQ 48, 68; RAL 7, 16, 33; T 10, 15</p>
<p><i>M (F&amp;A)-7-4</i> <i>Equality</i></p>	
<p><b>Equality</b></p>	
<p>Show equivalence between two expressions using models or different representations</p>	<p><b>Student Edition:</b> 5-8, 17-20, 25, 26, 40-42, 51-52, 53-55, 63-68 <i>Review &amp; Self-Assessment</i> 69-71</p> <p><b>Teacher Wraparound Edition:</b> AA 18, 69; DU 19; I 17; E 26; MP 40; OSA 55; QQ 29; SS 52; T 19; WDYL 42</p>
<p>Solve multi-step linear equations of the form <math>ax \pm b = c</math>, <math>ax \pm b = cx \pm d</math>, and <math>(x/a) \pm b = c</math> where <math>a, b, c</math> are whole numbers, <math>a \neq 0</math> and <math>c \neq 0</math>.</p>	<p><b>Student Edition:</b> 437-439, 440-443, 444-445, 447-448, 449-452, 453-454, 455-459, 462-463, 464-465, 469-473, 474-476, 481-483, 484-488 <i>Review &amp; Self-Assessment</i> 489-491</p> <p><b>Teacher Wraparound Edition:</b> MB 462; QQ 445, 459, 473, 488; SS 454</p>

STANDARDS	PAGE REFERENCES
<p>Translate problem-solving situations into an equation</p>	<p><b>Student Edition:</b> 35-39, 40-42, 43-48, 435, 437-439, 449-452, 455-459, 475-476, 484-488 <i>Review &amp; Self-Assessment</i> 489-491</p> <p><b>Teacher Wraparound Edition:</b> AA 439, 475, 476, 489; DU 36, 475; QQ 459; RAL 439; SS 39</p>
<p><i>M (DSP)-7-1</i> <i>Interpret a Given Representation</i></p> <p><i>Consistent with skills in M (DSP)- 7-2</i></p> <p>Data interpretation Data representations: Circle graphs Scatter plots (discrete linear relationships) Histograms</p>	
<p>Analyze data to: formulate or justify conclusions make predictions solve problems</p>	<p><b>Student Edition:</b> 279-282, 283-285, 286-293, 294, 295-298, 299-301, 302-305, 306-308, 309-313 <i>Review &amp; Self-Assessment</i> 314-317</p> <p><b>Teacher Wraparound Edition:</b> AA 282, 289, 304, 308; E 288, 304; I 306; OSA 281; QQ 293, 313; T 279</p>
<p><i>M (DSP)-7-2</i> <i>Analyze Data</i></p> <p>Patterns, trends or distributions in data Outliers</p>	
<p>Analyze patterns, trends and distributions in data using measures of central tendency (median, mean, mode), dispersion (range or variation), or outliers to analyze situations to determine their effect on mean, median, mode</p>	<p><b>Student Edition:</b> 162-164, 166, 281, 304 #3, 311 #5, 312 #8 <i>Review &amp; Self-Assessment</i> 170 #16-#20, 316 #15</p> <p><b>Teacher Wraparound Edition:</b> DU 163, 304; I 302; OSA 164, 299; RAL 162; SS 164; T 162; WU 304, 305</p>

STANDARDS	PAGE REFERENCES
Bias	
Evaluate the sample from which the statistics were developed (bias)	<p><b>Student Edition:</b> 279-280, 280-282, 283-285, 286-293, 302-305, 306-308, 309-313</p> <p><i>Review &amp; Self-Assessment</i> 316-317</p> <p><b>Teacher Wraparound Edition:</b> AA 282, 290; DU 279; I 280, 283; QC 292; QQ 293; SS 280, 282; T 285; WU 285</p>
<p><i>M (DSP)-7-3</i> <i>Organize and Display Data</i></p> <p><i>Consistent with skills in M (DSP)-7-2</i></p>	
<p>Data representations:</p> <p>Tables</p> <p>Line graphs</p> <p>Scatter plots</p> <p>Circle graphs</p>	
Identify the best representation for data	<p><b>Student Edition:</b> 294, 295-298, 299-301, 302-305, 306-308, 309-313</p> <p><i>Review &amp; Self-Assessment</i> 316-317</p> <p><b>Teacher Wraparound Edition:</b> AA 309, 316; DU 304; E 303; I 299; OSA 296; QQ 313; SS 301, 305; T 299; TD 294, 297</p>
Organize and display data	<p><b>Student Edition:</b> 294, 295-298, 299-301, 302-305, 306-308, 309-313</p> <p><i>Review &amp; Self-Assessment</i> 316-317</p> <p><b>Teacher Wraparound Edition:</b> AA 309, 316; DU 304; E 303; I 299; OSA 296; QQ 313; SS 301, 305; T 299; TD 294, 297</p>
Answer questions related to the data	<p><b>Student Edition:</b> 294, 295-298, 299-301, 302-305, 306-308, 309-313, 396-397, 398-401, 402-409</p> <p><i>Review &amp; Self-Assessment</i> 316-317</p> <p><b>Teacher Wraparound Edition:</b> AA 304, 308; E 296, 297, 303; OSA 299; QQ 313; T 294</p>

STANDARDS	PAGE REFERENCES
Analyze data to form and justify conclusions, make predictions and solve problems	<b>Student Edition:</b> 294, 295-298, 299-301, 302-305, 306-308, 309-313, 396-397, 398-401, 402-409 <i>Review &amp; Self-Assessment</i> 316-317 <b>Teacher Wraparound Edition:</b> AA 310; DU 307; E 297; I 295, 302; RAL 396; T 294; TD 306; WU 305
Analyze data using measures of central tendency	<b>Student Edition:</b> 162-164, 166, 281, 304 #3, 311 #5, 312 #8 <i>Review &amp; Self-Assessment</i> 170 #16-#20, 316 #15 <b>Teacher Wraparound Edition:</b> DU 163, 304; I 302; OSA 164, 299; RAL 162; SS 164; T 162; WU 304, 305
<i>M (DSP)-7-4</i> <i>Counting Techniques</i>	
<b>Strategies: organized lists, tables, tree diagrams, models, Fundamental Counting Principle</b>	
Utilize counting techniques to solve combination and permutation problems in context	<b>Student Edition:</b> 262-263, 264-267, 268-269, 270-271, 272-277 <i>Review &amp; Self-Assessment</i> 314-317 <b>Teacher Wraparound Edition:</b> AA 271; DU 263, 265, 268; E 271; ML 267; MP 270; RAL 265, 266, 267; SS 264, 267; T 269; WU 269
<i>M (DSP)-7-5</i> <i>Probability</i>	
<b>Experimental and theoretical probability</b>	
Predict the theoretical probability of an event	<b>Student Edition:</b> 262-264, 264-267, 268-269, 272-277, 278, 459 #17 <i>Review &amp; Self-Assessment</i> 314-317 <b>Teacher Wraparound Edition:</b> DU 262, 263, 268; E 273, 274; I 262; QQ 277; RAL 266; SS 264, 267; WU 269
Test predictions through experiments and simulations	<b>Student Edition:</b> 264-267, 273 #3, 278, 279-280, 280-282, 283-285, 286-293 <i>Review &amp; Self-Assessment</i> 314-317 <b>Teacher Wraparound Edition:</b> RAL 278; SS 280, 282; T 279, 280AA 282; DU 279, 284, 285; OSA 281, 284; QQ 293

STANDARDS	PAGE REFERENCES
Compare and contrast theoretical and experimental probability	<b>Student Edition:</b> 264-267, 272 #3, 274 #8 <b>Teacher Wraparound Edition:</b> AA 272; DU 268; MB 260B; RAL 267; SS 267
Determine the theoretical or experimental probability of an event in a problem solving situation	<b>Student Edition:</b> 262-263, 264-267, 268-269, 270-271, 272-277 <i>Review &amp; Self-Assessment</i> 314-317 <b>Teacher Wraparound Edition:</b> DU 263, 265, 268; E 271; RAL 266, 267; SS 264, 267; T 269; WU 269
<p><i>M (DSP)-7-6</i>  <i>Experimental Design</i></p> <p><i>Consistent with skills in M (DSP)- 7-2</i></p> <p><b>Independent experimental design</b>            (In response to a teacher or student generated question or hypothesis)</p>	
Determine most effective method of data collection (survey, observation, experimentation)	<b>Student Edition:</b> 283-285, 289 #10, 290, 291 <i>Think &amp; Discuss</i> 302 <b>Teacher Wraparound Edition:</b> AA 289, 290; DU 284; OSA 284; QQ 293; T 285; TD 283
Collect, organize and display data	<b>Student Edition:</b> 295-298, 299-301, 302-305, 309-313 <i>Review &amp; Self-Assessment</i> 314-317 <b>Teacher Wraparound Edition:</b> AA 304; DU 299, 304; E 300, 303; I 302; OSA 299; QQ 313; SS 301, 305; T 299, 300, 305
Analyze data to draw conclusions and make predictions about question or hypothesis being tested	<b>Student Edition:</b> 278, 279-280, 280-282, 283-285, 286-293, 294, 295-298, 299-301, 302-308, 309-313 <i>Review &amp; Self-Assessment</i> 314-317 <b>Teacher Wraparound Edition:</b> AA 289, 304, 310; DU 308; OSA 281; QQ 293, 313; SS 280, 282
Analyze the data considering limitations that could affect interpretations	<b>Student Edition:</b> 279-280, 280-282, 283-285, 286-293, 306-308, 310 <i>Review &amp; Self-Assessment</i> 315 <b>Teacher Wraparound Edition:</b> AA 282, 290, 307, 308; DU 279, 307; E 289; OSA 284; QC 292; QQ 293; SS 280, 282; T 285

STANDARDS	PAGE REFERENCES
Ask new question based on results	<p><b>Student Edition:</b>            279-282, 283-285, 286-293, 295-298, 299-301,            302-305, 306-308, 309-313</p> <p><i>Review &amp; Self-Assessment</i> 314-317</p> <p><b>Teacher Wraparound Edition:</b>            AA 289; DU 279; E 278, 303; QQ 293, 313;            SS 285; TD 297</p>
Make connections to real-world situations	<p><b>Student Edition:</b>            278, 279-282, 283-285, 286-293, 295-298,            299-301, 302-305, 306-308, 309-313</p> <p><i>Review &amp; Self-Assessment</i> 314-317</p> <p><b>Teacher Wraparound Edition:</b>            AA 282, 290, 298, 304, 308; DU 299; E 288;            OSA 284; QQ 293; RAL 283; SS 301; TD 299</p>