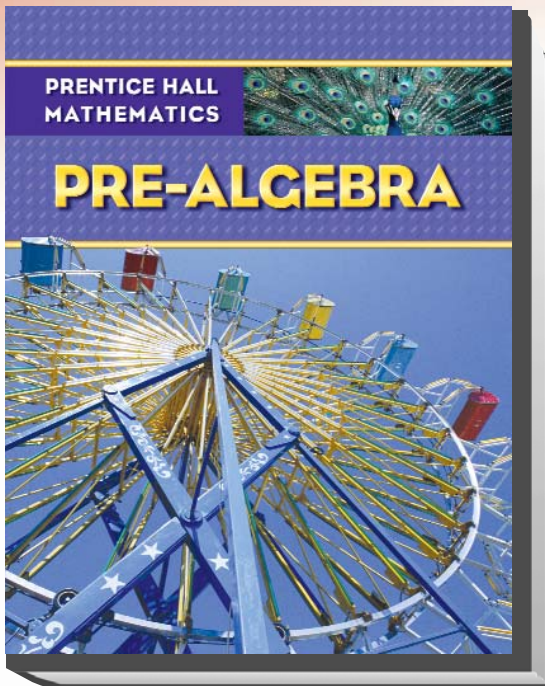


# Prentice Hall *Mathematics, Pre-Algebra* © 2009



C O R R E L A T E D T O

Idaho Content Standards, Grade 8 Mathematics (Feb 2007)

PEARSON

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**Correlated to:**  
**Idaho Content Standards, Grade 8 Mathematics (Feb 2007)**

***Prentice Hall Mathematics, Pre-Algebra Program Organization***

*Prentice Hall Mathematics* supports student comprehension of the mathematics by providing well organized sequence of the content, structure of the daily lesson, systematic direct instruction, and teacher support provided for each lesson.

**Content Sequence** - Prentice Hall is organized with the goal of addressing all of the mathematics standards through direct and effective instruction, building concept upon concept, skill upon skill in an order that is pedagogically sound. The Table of Contents shows the smooth flow of the book, with prerequisite skills and concepts presented before the more complex topics that depend on them.

**Starting the Chapter** - Every chapter begins by reviewing the previous standards that have been learned and over viewing the standards that will be covered in the chapter. New Vocabulary is identified to prepare students for the chapter. Finally, *Check Your Readiness* questions assess student understanding of necessary prerequisite skills and identifies which lesson they can go to for any necessary remediation.

**Lesson Organization** - The daily lesson is structured and presented in a consistent format that enables teachers to effectively present the content and monitor student understanding.

- The **Instant Check System** is a system of assessments that helps ensure standards mastery. It is comprised of assessments to use before, during, and after instruction so teachers can easily and effectively monitor student understanding.
  - Each lesson begins with *Check Skills You'll Need* to ensure students have the necessary prerequisite skills for success in the lesson. A Go for Help reference directs them to a previous lesson if remediation is necessary.
  - *Check Skills* questions after every single example provide a way to check student understanding during instruction.
  - Finally, *Checkpoint Quizzes* occur after instruction to continually monitor student progress.
- **Daily Standards Practice** is provided with a comprehensive exercise set following every lesson. Each exercise set is leveled to ensure a variety of practice. **Test Prep and Mixed Review** ensures students also have a daily opportunity to practice concepts and skills previously mastered.

**Concluding the Chapter** - The following features conclude each chapter, providing opportunities for students to review all standards and demonstrate mastery. This part of the systematic instruction provides regular opportunities for review and practice and ensures focus on and mastery of the Standards.

- **Chapter Review** – The Chapter Review serves as a chapter study guide for students by reviewing the key concepts covered in each lesson and providing an opportunity to practice. In addition, key vocabulary is reviewed.
- **Chapter Test** – Students demonstrate their understanding of the entire chapter by completing this practice chapter test.
- **Standardized Test Prep Cumulative Practice** – This provides a regular opportunity for students to practice and demonstrate mastery of all the standards that have been covered. If remediation is necessary, students are directed to a previous lesson where each concept was taught.

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**Assessment**

*Prentice Hall Mathematics* provides teachers with the assessment tools needed to inform instruction and document student progress.

The **Progress Monitoring Assessments** contains all the program assessments needed to evaluate student understanding, monitor student progress, and inform future instruction. The following assessments are included:

- **Formative Assessments**
  - Screening Test – check student readiness at the beginning of the school year
  - Benchmark Tests – monitor student progress
  - Test-Taking Strategy Practice Masters – provide opportunities to improve problem-solving skills
- **Summative Assessments** – *All the summative assessments are provided in two forms – on-level and basic versions. Both forms fully assess student progress on the course content, but the basic versions have been modified for special needs students.*
  - Quarter Tests – on-level and basic versions
  - Mid-Course Tests – on-level and basic versions
  - Final Tests – on-level and basic versions

The **Test Preparation Workbook** contains review lessons and multiple-choice practice tests.

Technology, such as the **ExamView® CD-ROM**, allows teachers to create customized assessment, with all test items correlated to state standards.

**Universal Access**

*Prentice Hall Mathematics* provides better solutions for meeting the needs of every student in the classroom. Universal Access can be fostered by modifying instruction to address individual needs, and provided adapted resources when appropriate. Prentice Hall uses a systematic method for labeling and identifying resources and instructional support. This consistency helps teachers easily identify and choose the appropriate support for specific populations of students. The Teacher's Edition provides universal access strategies in detailed daily lesson plans, and daily teaching notes to help differentiate the lesson for all learners, including special needs, below level, advanced and English Language Learners. Chapter-level support pages provide teachers with an easy-to-read overview of the chapter resources available and suggest ways in the instructional lesson to use the resources. Key ancillaries to support universal access include the All-in-One Teaching Resources and the All-in-One Student Workbooks. The Teaching Resources include leveled practice for every lesson and daily activity labs. The All-in-One Student Workbook, available as both on-level and adapted for special needs, includes daily notetaking, daily practice, daily guided problem solving, and vocabulary support.

**Instructional Planning and Support**

*Prentice Hall Mathematics* is designed to provide teachers the tools needed to effectively and easily implement the program in the classroom.

**A Road Map for Planning the Year** - A Leveled Pacing Chart is provided in the Teacher's Edition that lays out a plan for teaching all the mathematics content standards. It suggests time to spend on each Chapter, and offers support for adjusting the instruction to meeting the pacing needs of all students.

**Planning a Chapter** - The Teacher's Edition begins each chapter with a series of planning pages. These pages provide an overview of the chapter and make it easy to determine how to individualize lessons for specific students.

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**Planning Daily Instruction** - Teachers can use a variety of program materials to organize their teaching. The primary planning tools are the Teacher's Edition and the Teacher Center Planning CD-ROM. The Teacher's Edition includes step-by-step, daily support for directing instruction. Support is organized systematically around a 4-step teaching plan of Plan, Teach, Practice, and Assess/Reteach.

**Instructional Tools to Plan, Teach, and Assess:**

- **Core Components**
  - **Student Edition** – Thorough coverage of the standards, with built-in assessments and ongoing student support
  - **Teacher's Edition** – Provides comprehensive support for planning, teaching, and providing Universal Access
- **Teacher Support**
  - **All-in-One Teaching Resources** - All teaching resources are in one convenient place. Includes leveled practice, chapter projects, alternative assessments, cumulative reviews, guided problem solving masters, and vocabulary support.
  - **Progress Monitoring Assessments** – Provides support for formative and summative assessment, with comprehensive resources for monitoring progress on the standards.
  - **Test Preparation Workbook** – Provides instruction and practice on specific test taking strategies.
  - **Teacher Center CD-ROM** – The one-stop solution for planning, teaching, and assessing. The following resources are part of the Teacher Center:
    - **Planning CD-ROM** – Powerful lesson planning software, Teacher's Edition, and Teaching Resources.
    - **Presentation CD-ROM** – Complete support for digital presentations of lessons including videos, activities, stepped-out examples, quick check assessments, and online active math
    - **MindPoint Quiz Show** – Animated game show review for chapter level mathematics
  - **ExamView Test Generator CD-ROM** – Allows teachers to quickly and easily generate tests correlated to the standards.
- **Student Support**
  - **All-in-One Student Workbook** –
    - Structured daily notetaking pages for every lesson
    - Practice for every lesson
    - Guided problem solving pages for every lesson with scaffolded questions
    - Vocabulary and study skills focusing on key mathematical vocabulary
  - **All-in-One Student Workbook, Adapted Version** – Adapted for special needs students. Includes all the resources in the regular All-in-One Student Workbooks, in an adapted form.
  - **Student Center Online** – Complete interactive textbook with videos built-in at point-of-use, digital activities, stepped-out examples, vocabulary support – and more. Also includes the All-in-One Student Workbooks.
  - **Companion Websites** - Grants instant access to a wealth of resources to support learning including vocabulary quizzes, lesson quizzes, data updates, tutorials, chapter tests, and homework video tutors.
- **Transparency Package**
  - **Classroom Aid Transparencies** - Full-color multi-use transparencies such as graphs, fraction strips, and manipulatives
  - **Additional Examples on Transparencies**
  - **Daily Skills Check and Lesson Quiz Transparencies**
  - **Standards Review Transparencies**
  - **Student Edition Answers on Transparencies**

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<b>IDAHO CONTENT STANDARDS, GRADE 8 MATHEMATICS</b>	<b>PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))</b>
<b>Standard 1: Number and Operation</b>	
<b>Goal 1.1: Understand and use numbers.</b>	
Objective 1: 8.M.1.1.1 Compare magnitudes and relative magnitudes of rational numbers, including integers, fractions, decimals, percents, and absolute values. (337.01.a)	<b>SE/TE:</b> 19 (Example 2, Quick Check 2), 20 (#13-15, 41-46), 21 (#59b), 22 (#62-65, Checkpoint Quiz 1 #10b), 24 (Check Skills You'll Need #1-6), 29 (#64-69), 60 (#27-30), 62 (#13-16), 126 (#7-16), 128 (#8-11), 237 (Example 4, Quick Check 4), 238, 239 (#18-39), 240 (#49-56, 63), 242 (Example 3, Quick Check 3), 244 (#10-15, 28-31, 43b), 245 (#55-57), 251 (#45-47, Checkpoint Quiz 1 #1-4), 263 (Check Skills You'll Need #1-4), 283 (#12-15), 286 (#5-12), 317 (#65-70), 779, 784
Objective 2: 8.M.1.1.2 Use rational numbers, including percents and ratios, and $\pi$ (pi) to solve problems. (337.01.b)	<b>SE/TE:</b> <i>Found throughout the text. See, for example:</i> 247-251, 252-256, 261 (#85-88), 266 (#15-26), 276 (Checkpoint Quiz 2 #1-6), 284 (#25-26, 28-33), 292-295, 319-323, 324-327, 333-336, 538-543, 467 (#53-60), 473 (#27-28), 505 (#46-48), 530 (#36-39), 538-542, 543 (#38-41, Checkpoint Quiz 1 #7-9), 553, 554 (#10-12), 555 (#13-14, 16-17, 20), 556 (#28, 30), 559 (Example 2, Quick Check 2), 560, 561 (#3, 6, 8-9, 11-12, 16-17), 562 (#19-21, 23-25)
Objective 3: 8.M.1.1.3 Locate the position of rational numbers and positive real numbers on a number line. (337.01.e)	<b>SE/TE:</b> 19 (Example 2, Quick Check 2), 20 (#10-15, 31-34), 22 (Checkpoint Quiz 1 #10a), 206 (Example 2, Quick Check 2), 207 (#9-14), 229 (#46-49), 230 (#45-48), 237 (Example 4, Quick Check 4), 239 (#18-21)
Objective 4: 8.M.1.1.4 Convert between standard form, scientific notation, and exponential form. (337.01.c)	<b>SE/TE:</b> 187 (Example 2, Quick Check 2a), 188 (#7-13), 219-220, 221 (Quick Check 3), 223 (#1-13, 26-30), 224 (#36-43), 227 (#13), 229 (#62-69), 230 (#65-72)
Objective 5: 8.M.1.1.5 Apply number theory concepts (primes, composites, prime factorization, LCM, GCF). (337.01.d)	<b>SE/TE:</b> 190-194, 195, 204 (#16), 228 (#26-32), 230 (#28-38), 231 (#7, 12), 236, 237 (Example 3, Quick Check 3), 239 (#1-17, 40-48), 240 (#58-62, 68-71), 283 (#8-11), 286 (#1-4)
Objective 6: 8.M.1.1.6 Recognize pertinent information for problem solving. (338.01.b)	<b>SE/TE:</b> 40 (Understand the Problem), 98 (Understand the Problem), 166 (Understand the Problem), 201 (Understand the Problem), 263 (Understand the Problem), 338 (Understand the Problem), 366 (Understand the Problem), 435 (Understand the Problem), 480 (Understand the Problem), 568 (Understand the Problem), 604 (Understand the Problem), 682 (Understand the Problem), 732 (Understand the Problem)

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Objective 7: 8.M.1.1.7 Apply integers in one- and two-step common real-world situations.	<b>SE/TE:</b> 25 (Example 2), 26 (Example 4, Quick Check 4), 27 (#22, 35), 28 (#45-48), 29 (#63), 31 (Example 3, Quick Check 3d), 32 (#30-31), 33 (#51-53, 66-68, 75), 44 (Example 1), 47 (#4), 48 (#50), 49 (#68), 60 (#39), 62 (#40)
Objective 8: 8.M.1.1.8 Use appropriate vocabulary.	<b>SE/TE:</b> <i>Found throughout the text. See, for example:</i> 21 (#51, 60-61), 27 (#27-30), 28 (#54-55), 33 (#75a), 168 (#8), 189 (#50, 54), 190 (Example 1), 193 (#1-8, 25-28), 194 (#45-57), 198 (#27, 42), 207 (#39, 41), 217 (#36, 38), 218 (#50), 219 (Activity #2), 223 (#33), 228 (#21-25), 230 (#21, 28-33), 242 (Quick Check 2), 244 (#6-9, 32), 245 (#49, 54b)
<b>Goal 1.2: Perform computations accurately.</b>	
Objective 1: 8.M.1.2.1 Recall the common equivalent fractions, decimals, and percents of halves, thirds, fourths, fifths, and tenths. (337.02.b)	<b>SE/TE:</b> 198 (#2, 8, 10, 23), 241 (Example 1, Quick Check 1a, 1c-1d), 242 (Example 2a), 244 (#2, 4, 16-17, 36, 40-41), 245 (#44, 52), 251 (Checkpoint Quiz 1 #7-8), 284 (#16, 19, 21, 23), 286 (#13, 16), 315 (Example 3, Quick Check 3a), 316 (#1, 5, 9, 21, 24, 33, 35), 317 (#55-58, 60), 344 (#29-31)
Objective 2: 8.M.1.2.2 Add, subtract, multiply, and divide rational numbers. (337.02.a)	<b>SE/TE:</b> 24-29, 30-34, 39 (#27-29), 44-49, 56 (#72-75), 60 (#32-39), 61 (#45-53), 62 (#17-30, 40, 42), 247-251, 252-256, 261 (#85-88), 266 (#15-26), 284 (#25-34), 286 (#25-36, 60), 752 (#22-30, 34-41), 753 (#58-59, 63-64), 760 (#21-38), 781, 782, 786, 787, 788, 789, 790, 791, 792
Objective 3: 8.M.1.2.3 Evaluate numerical expressions with whole number exponents. (337.02.d)	<b>SE/TE:</b> 187 (Example 2, Quick Check 2a, Example 3a, Quick Check 3a), 188 (#7-19, 28-33, 41a), 189 (#51), 204 (#15), 209 (Example 1a, Quick Check 1a), 210 (Example 3a, Quick Check 3a), 211 (#1, 4-5, 8, 19, 22-23, 26), 214 (Example 1a, Quick Check 1a), 215 (Example 2a, Quick Check 2a), 216 (Example 3a, Quick Check 3a), 217 (#1, 5-6, 10, 12, 14, 17, 23, 35, 38, 45), 218 (#50, Checkpoint Quiz 2 #16), 224 (#44), 227 (#13-16), 229 (#54, 59), 230 (#13-20, 61), 231 (#14), 758 (#51)
Objective 4: 8.M.1.2.4 Evaluate numerical expressions with rational numbers using the order of operations. (337.02.c)	<b>SE/TE:</b> 8-12, 13, 17 (#38-40), 22 (Checkpoint Quiz 1 #4-6), 26 (Example 5, Quick Check 5), 27 (#23-26), 59 (#14-16), 62 (#26-30), 187 (Example 3a, Quick Check 3a), 188 (#14-19, 30-33), 227 (#14-16), 230 (#14-16, 18-20), 231 (#16, 18), 752 (#7-12)

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Objective 5: 8.M.1.2.5 Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (337.02.e)	<b>SE/TE:</b> 2 (#1-12, 19-30), 7 (#46-53), 8 (Check Skills You'll Need #1-6), 8-12, 13, 14 (Check Skills You'll Need #1-4), 17 (#38-40), 22 (Checkpoint Quiz 1 #4-9), 24-29, 30-34, 39 (#27-29), 44-49, 56 (#72-74), 60 (#32-39), 61 (#45-53), 62 (#17-30), 66 (#21-32), 247-251, 252-256, 257 (Check Skills You'll Need #1-4), 261 (#85-88), 266 (#15-26), 284 (#25-26, 29, 30-33), 286 (#25-26, 28, 30-32, 35-36), 333-336, 337, 752 (#22-30, 34-41), 760 (#21-23, 25-26, 28-31, 33-34, 36-38)
Objective 6: 8.M.1.2.6 use a variety of strategies including common mathematical formulas to compute problems drawn from real life situations. (338.01.a)	<b>SE/TE:</b> <i>Found throughout the text. See, for example:</i> 25 (Example 2), 26 (Example 4, Quick Check 4), 27 (#22, 35), 28 (#45-48), 29 (#63), 31 (Example 3, Quick Check 3d), 32 (#30-31), 33 (#51-53, 66-68, 75), 44 (Example 1), 46 (Example 4), 47 (#4, 29-32), 48 (#50, 67), 49 (#68, 70-71), 60 (#39), 62 (#40), 248 (Example 3), 249 (Quick Check 3d, More Than One Way), 250 (#21, 27, 35, 39), 251 (#41, 43-44), 253 (Example 3), 255 (#13, 38, 55), 256 (#57-58, 65-66), 284 (#29), 286 (#58, 60), 526 (Example 1), 528 (#11), 529 (#22, 25), 534 (Example 2), 535 (Example 3), 536 (#6-7), 539 (Example 2), 540 (Example 3), 541 (#4-5, 11, 17), 753 (#58-59)
Objective 7: 8.M.1.2.7 Use appropriate vocabulary and notations. (337.02.f)	<b>SE/TE:</b> <i>Found throughout the text. See, for example:</i> 27 (#27-30), 28 (#54-55), 249 (Choose a Method), 256 (#59, 60b), 529 (#20-21), 536 (#11-12), 542 (28, 30c), 551 (Quick Check 1c), 555 (#20, 22, 24b-24c), 556 (#26), 561 (#14), 562 (#18, 21), 566 (#19), 575 (#25)
<b>Goal 1.3: Estimate and judge reasonableness of results.</b>	
Objective 1: 8.M.1.3.1 Estimate to predict computation results. (337.03.a)	<b>SE/TE:</b> 33 (#69-74), 130-133, 134-137, 143 (#33-35), 148 (Checkpoint Quiz 1 #5-8), 152 (#20), 154 (Example 2), 155 (Example 4), 156 (#10, 28b, 32), 157 (#34, 37-38, 40b), 163 (#62-64), 169 (#23-25), 172 (#21-29), 174 (#1-10), 218 (#54-56), 246, 250 (#22-25), 262, 266 (#27), 296-297, 321 (Example 4), 322 (#23, 25-30), 328, 332 (#44), 336 (#23), 342, 398-399, 490-491, 522-523, 588-591, 593-596, 598, 609-612, 616-618, 622-624, 630, 632-633, 685 (#17-20), 756 (#7-12), 757 (#48-52)
Objective 2: 8.M.1.3.2 Identify when estimation is appropriate and apply to problem solving situations. (337.03.b)	<b>SE/TE:</b> 130-133, 134-137, 138, 147, 152 (#20), 154 (Example 2), 155 (Example 4), 156 (#10, 28b, 32), 157 (#34, 37-38, 40b), 246, 262, 296-297, 321 (Example 4), 322 (#23, 25-30), 328, 332 (#44), 336 (#23), 342, 398-399, 490-491, 522-523, 539, 588-591, 593-596, 598, 609-612, 616-618, 622-624, 630, 632-633

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Objective 3: 8.M.1.3.3 Identify whether a given estimate is an overestimate or underestimate. (337.03.c)	<i>An opportunity to address this standard can be found on:</i> <b>SE/TE:</b> 130-133, 134-137, 154-157, 296-297, 328, 342
Objective 4: 8.M.1.3.4 Use a four-function calculator to solve complex grade-level problems.	<i>Problems involving graphing or scientific calculators:</i> <b>SE/TE:</b> 57, 144, 213, 225, 376, 421, 451, 589, 590 (#14-21), 591 (#50-53), 593-596, 609-612, 616-618, 620-624, 630, 640, 680, 701, 711 <i>Four-function calculators can be used to solve problems throughout the text. See, for example:</i> <b>SE/TE:</b> 9, 11, 27-28, 32-33, 71, 76, 99, 124, 145-148, 177, 238, 258-261, 293-295, 303-307, 322, 335, 348, 362-364, 386-387, 482, 522-523, 529, 536-537, 554-556, 565-566, 585, 632-633, 658-660, 668-670, 678, 692-693
Objective 5: 8.M.1.3.5 Formulate conjectures and justify (short of formal proof) why they must be or seem to be true. (338.02.c)	<b>SE/TE:</b> 35, 36 (Example 3, Quick Check 3), 38 (#3-8, 15-17), 39 (#21-26), 49 (Checkpoint Quiz 2 #10-11), 61 (#40-42), 62 (#41), 752 (#31-33)
Objective 6: 8.M.1.3.6 Use appropriate vocabulary and notations. (337.03.d)	<b>SE/TE:</b> 35-39, 61 (#40-42), 62 (#41), 133 (#42), 135 (Quick Check 4), 136 (#16-18), 137 (#28-29, 34, 37-38), 752 (#31-33), 753 (#60-61)
<b>Standard 2: Concepts and Principles of Measurement</b>	
<b>Goal 2.1: Understand and use U.S. customary and metric measurements.</b>	
Objective 1: 8.M.2.1.1 Select and use appropriate units and tools to make formal measurements in both systems. (339.01.a)	<b>SE/TE:</b> 158 (Example 1, Quick Check 1), 161 (#1-6, 21-26), 173 (#54-56), 174 (#27-30), 257 (Example 1, Quick Check 1), 259 (#1-4), 260 (#44-47)
Objective 2: 8.M.2.1.2 Apply estimation of measurement to real-world and content problems using standard measuring devices. (339.01.b)	<b>SE/TE:</b> 438, 468, 531 <i>Exercises involving reasonable measurement estimates for common objects can be found on:</i> <b>SE/TE:</b> 135 (Example 3), 159 (Example 2, Quick Check 2), 161 (#7-9), 162 (#33-35), 163 (Checkpoint Quiz 2 #7-8), 257 (Quick Check), 259 (#31-36)
Objective 3: 8.M.2.1.3 Compare the differences and relationships among measures of perimeter, area, and volume (capacity) within both systems. (339.01.c)	<b>SE/TE:</b> 158, 257, 526, 531-532, 554 (#3), 563



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Objective 4: 8.M.2.1.4 Given the formulas, find the circumference, perimeter, or area of triangles, circles, and quadrilaterals, and the volume and surface area of rectangular prisms. (341.01.e)	<b>SE/TE:</b> 146 (Example 3, Quick Check 3), 147 (#9-10, 16-22), 148 (#23, 26b), 149, 153 (#36-39), 172 (#38-40), 174 (#15-17), 491 (Example 1, Quick Check 1), 493 (#1-9, 17-19), 519 (#26), 524 (#1-3, 19-21), 526-530, 533-537, 538-542, 543 (#35-36, Checkpoint Quiz 1 #1-8), 549 (#34-36), 551 (Example 1), 554 (#1, 3b-3c, 4-5), 555 (#15, 23, 24a), 556 (#27), 563, 565 (#3, 8-9), 571 (#13, Checkpoint Quiz 2 #1, 4), 579 (#8-10), 580 (#11-12, 18), 581 (#29), 582 (#1-4, 17, 22), 583 (#6-10, 16)
Objective 5: 8.M.2.1.5 Convert units of measurement within each system in problem solving situations. (339.01.e)	<b>SE/TE:</b> 160 (Example 4, Quick Check 4), 161 (#19-20, 27), 162 (#32a, 45-46, 54, 55b), 163 (#56-60, Checkpoint Quiz 2 #13), 258 (Example 3), 259 (#30), 260 (#37, 49a)
Objective 6: 8.M.2.1.6 Solve problems involving area of circles and the perimeter and area of rectangles and triangles. (339.01.d)	<b>SE/TE:</b> 146 (Example 3, Quick Check 3), 147 (#9-10, 16-22), 148 (#23, 26), 149, 153 (#38-39), 172 (#38), 174 (#15, 17), 524 (#1-3), 533, 536 (#1-3), 537 (#20, 22, 25), 538-542, 543 (#36, Checkpoint Quiz #2-3, 6-8), 579 (#10), 580 (#11-12), 582 (#2, 4, 19)
Objective 7: 8.M.2.1.7 Use appropriate vocabulary and notations. (339.01.f)	<b>SE/TE:</b> 526 (Activity #4), 527 (Quick Check 2c), 529 (#19-21), 531 (#3a-3b), 536 (#11-12), 537 (#17-19), 538 (Activity #5), 542 (#23, 28, 30c, 34b), 551 (Quick Check 1c), 554 (#3d), 555 (#20, 22, 24b-24c), 556 (#26), 557, 561 (#14), 562 (#18, 21), 565 (#7c), 566 (#19, 22c), 574 (#18)
<b>Goal 2.2: Apply the concepts of rates, ratios, and proportions.</b>	
Objective 1: 8.M.2.2.1 Use rates, proportions, ratios, and map scales in problem-solving situations. (339.03.a)	<b>SE/TE:</b> 292-293, 294 (#9-22, 27-31), 295 (#33-38), 299 (Example 3, Quick Check 3), 300 (#21-23, 32-33), 301 (#50-51, 54-64), 302 (#65-72), 304, 305 (#8-19), 306 (#20-32, 34-35, 37-40), 307 (#41-49, 54), 321 (Example 4, Guided Practice 4), 322 (#23-24), 323 (#32-35, 40-41, 46), 343 (#12-14), 344 (#21), 346 (#9-14), 347 (#20-22)
Objective 2: 8.M.2.2.2 Determine unit rates in real-world situations.	<b>SE/TE:</b> 293 (Example 2, Quick Check 2), 294 (#13-16), 295 (#33, 37), 307 (#54), 313 (Checkpoint Quiz 1 #1-3), 343 (#12-14), 346 (#1-2), 347 (#4, 7)
<b>Goal 2.3: Apply dimensional analysis.</b>	
Objective 1: 8.M.2.3.1 Illustrate the interrelationship of measurement units through dimensional analysis conversions. (339.04.a)	<b>SE/TE:</b> 258, 259 (#5-10, 18-30), 260 (#56-68), 261 (#69-84), 271 (#44-49), 276 (Checkpoint Quiz 2 #7-10), 285 (#35-40), 286 (#37-42), 293 (Example 3, Quick Check 3), 294 (#17-22), 296-297

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<b>Standard 3: Concepts and Language of Algebra and Functions</b>	
<b>Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.</b>	
Objective 1: 8.M.3.1.1 Use variables in expressions, equations, and inequalities. (340.01.a)	<b>SE/TE:</b> <i>Found throughout the text. See, for example:</i> 5 (Example 2, Quick Check 2), 6 (#7-22, 27-35), 7 (#42-45), 12 (#56-60), 17 (#41-43), 21 (#48-49), 22 (Checkpoint Quiz 1 #1-3), 49 (#76-79), 59 (#8-13), 62 (#1-4, 38a), 83 (Example 4, Quick Check 4), 84 (#21-22), 85 (#45), 89 (Example 2, Quick Check 2), 90 (Example 4, Quick Check 4), 91 (#10-11, 21, 33), 92 (#47-52), 94 (Example 1), 96 (#19-20, 41-44), 97 (#45, 57-60, 66-67), 105, 106 (#13-26, 28-32), 107 (#35-36, 47), 109 (Example 2), 110 (#31-32), 113 (Example 1), 115 (#41-43), 120 (#34), 121 (#46-47), 122 (#28-29, 31-35), 151 (Example 4, Guided Practice 4), 152 (#7-8, 15-16, 19-20), 154 (Example 2), 155 (Quick Check 2), 156 (#10-11, 21, 29-31), 157 (#33-34, 35a), 163 (#61), 173 (#53a), 174 (#37-38), 268 (Example 1), 270 (#7, 23, 33-34), 273 (Example 4), 274 (#21, 34-35, 48)
Objective 2: 8.M.3.1.2 Translate simple word statements and story problems into algebraic expressions and equations. (340.01.b)	<b>SE/TE:</b> <i>Found throughout the text. See, for example:</i> 5 (Example 2, Quick Check 2), 6 (#7-22, 27-35), 7 (#42-45), 12 (#56-60), 17 (#41-43), 21 (#48-49), 22 (Checkpoint Quiz 1 #1-3), 49 (#76-79), 59 (#8-13), 62 (#1-4, 38a), 83 (Example 4, Quick Check 4), 84 (#21-22), 85 (#45), 89 (Example 2, Quick Check 2), 90 (Example 4, Quick Check 4), 91 (#10-11, 21, 33), 92 (#47-52), 94 (Example 1), 96 (#19-20, 41-44), 97 (#45, 57-60, 66-67), 120 (#34), 122 (#28-29), 151 (Example 4, Guided Practice 4), 152 (#7-8, 15-16, 19-20), 154 (Example 2), 155 (Quick Check 2), 156 (#10-11, 21, 29-31), 157 (#33-34, 35a), 163 (#61), 173 (#53a), 174 (#37-38), 268 (Example 1), 270 (#7, 23, 33-34), 273 (Example 4), 274 (#21, 34-35, 48)

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Objective 3: 8.M.3.1.3 Use symbols " $<$ ," " $>$ ," " $=$ ," " $\neq$ ," " $\leq$ ," and " $\geq$ " to express relationships. (340.01.c)	<b>SE/TE:</b> <i>Found throughout the text. See, for example:</i> 83 (Example 4, Quick Check 4), 84 (#21-22), 85 (#45), 89 (Example 2, Quick Check 2), 90 (Example 4, Quick Check 4), 91 (#10-11, 21, 33), 92 (#47-52), 94 (Example 1), 96 (#19-20, 41-44), 97 (#45, 57-60), 104, 106 (#13-26, 28-32), 107 (#35-41), 109 (Example 2, Quick Check 2), 110 (#9-10, 31-34), 113 (Example 1), 115 (#13, 38, 40-43), 120 (#34), 121 (#46-47), 122 (#28-29, 31-35), 151 (Example 4, Guided Practice 4), 152 (#7-8, 15-16, 19-20), 154 (Example 2), 155 (Quick Check 2), 156 (#10-11, 21, 29-31), 157 (#33-34, 35a), 163 (#61), 173 (#53a), 174 (#37-38), 268 (Example 1), 270 (#7, 23, 33-34), 273 (Example 4), 274 (#21, 34-35, 48)
<b>Goal 3.2: Evaluate algebraic expressions.</b>	
Objective 1: 8.M.3.2.1 Use and apply the following properties in evaluating algebraic expressions: commutative, associative, identity, zero, inverse, distributive, and substitution. (340.02.a)	<b>SE/TE:</b> 14-17, 22 (#66-68, Checkpoint Quiz 1 #7-9), 28 (#42-44), 39 (#30-32), 43 (#15-17), 60 (#17-22), 62 (#5-8, 38b), 72 (#39-42), 77 (#59-61), 85 (#51-53), 212 (#49-50), 713 (Example 3, Quick Check 3, Example 4, Quick Check 4), 714 (#18-27, 43-48), 738 (#45-49), 740 (#27-30), 752 (#13-17)
Objective 2: 8.M.3.2.2 Use the order of operations in evaluating simple algebraic expressions (340.02.b)	<b>SE/TE:</b> 14, 15 (Example 4, Quick Check 4), 16 (#4-14, 16b, 17, 19-26), 17 (#30-31, 32b, 35), 22 (#67, Checkpoint Quiz 1 #7-9), 28 (#42-44), 39 (#31-32), 43 (#15-17), 60 (#17-22), 62 (#5-8, 38b), 77 (#60-61), 85 (#51-53), 212 (#49-50), 713 (Example 3, Quick Check 3, Example 4, Quick Check 4), 714 (#18-27, 43-48), 738 (#46-49), 740 (#28-30), 752 (#13-17)
Objective 3: 8.M.3.2.3 Simplify algebraic expressions. (340.02.c)	<b>SE/TE:</b> 75, 76 (#18-29), 77 (#38-43), 78-81, 85 (#47-49), 107 (#45-46), 111 (#45-46), 120 (#20-22, 24-29), 122 (#10-13), 123 (#13-16), 350 (#7-12), 715 (#62-64), 718-722, 723-726, 727-730, 735 (#19-21), 736, 739 (#50-64), 740 (#32-46), 754 (#10-15), 776 (#27-40)
<b>Goal 3.3: Solve algebraic equations and inequalities.</b>	
Objective 1: 8.M.3.3.1 Solve one- and two-step equations and inequalities. (340.03.a)	<b>SE/TE:</b> 86-87, 88-92, 93, 94-97, 101 (#18-21), 107 (#42-44), 108-111, 112-116, 121 (#35-40, 48-53), 122 (#14-29, 36-49), 123 (#4, 6, 17-20, 28-31), 150-153, 154-157, 163 (#65-67, Checkpoint Quiz 2 #1-6), 169 (#12-14), 173 (#41-52, 53b), 174 (#18-26, 37-38), 268-271, 272-276, 281 (#69-72), 285 (#44-49), 286 (#43-50, 61), 350 (#13-28), 352-355, 360 (#41-46), 375 (#45-48), 377-380, 393 (#8-13), 394 (#31-38), 754 (#19-30, 37-48), 756 (#21-35), 760 (#42-47)

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Objective 2: 8.M.3.3.2 Match graphical representations with simple linear equations. (340.03.b)	<b>SE/TE:</b> 410-413, 417-419, 423 (Example 3), 424 (#7-8), 426 (Checkpoint Quiz 1 #2), 435 (Quick Check 3), 436 (#1d), 438 (#3b), 439-443, 450 (Mixed Review #55-57)
<b>Goal 3.4: Understand the concept of functions.</b>	
Objective 1: 8.M.3.4.1 Extend patterns and identify a rule (function) that generates the pattern using rational numbers. (343.01.a)	<b>SE/TE:</b> 423, 424 (#4-8), 425 (#23), 432 (#31-33), 454 (#24-26), 456 (#13-14), 766 (#27-29)
Objective 2: 8.M.3.4.2 Use relationships to explain how a change in one quantity may result in a change in another, and identify the relationship as a positive, negative, or neither. (343.01.b)	<b>SE/TE:</b> 429 (Example 3, Quick Check 3), 430 (#7-12), 431 (#16-24, 25b), 432 (#26-30), 433, 444 (Checkpoint Quiz 2 #1b), 455 (#30), 456 (#15-16), 766 (#34), 767 (#45-46)
Objective 3: 8.M.3.4.3 Use appropriate vocabulary and notations. (343.01.c)	<b>SE/TE:</b> 404-405, 406 (Example 3b, Quick Check 3), 407, 408 (#23-29), 411 (Example 4, Quick Check 4), 412 (#12-20, 27-31, 35, 37a), 413 (#37c, 42-45), 419 (#43b, 44-45), 422-426, 453 (#9-12), 454 (#24-27), 456 (#1-4, 23-24), 766 (#1-4), 767 (#39-40)
<b>Goal 3.5: Represent equations, inequalities and functions in a variety of formats.</b>	
Objective 1: 8.M.3.5.1 Represent a set of data in a table, as a graph, and as a mathematical relationship. (343.02.a)	<b>SE/TE:</b> 406 (Example 3a), 407 (#11-22), 410, 414 (#1, 4, 6), 423 (Example 2, Quick Check 2), 424 (#4-6), 425 (#23a-23b, 24, 25a), 428, 431 (#25a), 432 (#31-33), 435 (Carry Out the Plan, Quick Check 3c), 436 (#1a, 1d), 438 (#3b), 454 (#24-25), 456 (#13-14, 25a, 25d), 766 (#27-29)
<b>Goal 3.6: Apply functions to a variety of problems.</b>	
Objective 1: 8.M.3.6.1 Use patterns and linear functions to represent and solve problems. (343.03.a)	<b>SE/TE:</b> 409 (Example 2), 412 (#36-37), 413 (#41), 417 (Example 4), 418 (#20), 419 (#25, 44), 422 (Example 1, Quick Check 1), 424 (#1-3, 10-12), 425 (#24-25), 426 (#29, Checkpoint Quiz 1 #9), 454 (#27)
<b>Standard 4: Concepts and Principles of Geometry</b>	
<b>Goal 4.1: Apply concepts of size, shape, and spatial relationships.</b>	
Objective 1: 8.M.4.1.1 Describe and classify relationships among types of one-, two-, and three-dimensional geometric figures, using their defining properties. (341.01.a)	<b>SE/TE:</b> 462-467, 474-478, 483 (#20-23), 488 (Checkpoint Quiz 1 #1-4), 517 (#9-13), 518 (#19-22), 520 (#1-8, 22b), 545-549, 556 (#31-33), 571 (Checkpoint Quiz 2 #1-3), 580 (#15-17), 582 (#9-10), 768 (#1-5, 8-10)
Objective 2: 8.M.4.1.2 Draw and measure various angles and shapes using appropriate tools. (341.01.b)	<b>SE/TE:</b> 468, 477 (#14-19, 21), 488 (Checkpoint Quiz 1 #6), 496 (Quick Check 2), 497 (Quick Check 4), 498 (#5, 11), 499 (#20b, 21), 509 (#9-11), 548 (#26-27)
Objective 3: 8.M.4.1.3 Apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, and angles. (341.01.c)	<b>SE/TE:</b> 462-467, 469-473, 478 (#36), 488 (Checkpoint Quiz 1 #1-5), 517 (#9-13), 518 (#14-18), 520 (#1-6, 17-18), 566 (#26), 768 (#1-7)

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Objective 4: 8.M.4.1.4 Identify and model the effects of reflections, translations, rotations, and scaling on various shapes. (341.01.g)	<b>SE/TE:</b> 308, 501-505, 506, 508, 509 (#4-8, 13-21), 510 (#22-25, 28-31), 511, 512 (Quick Check 1), 513 (#1-8, 13), 514 (#23, 29-31), 519 (#30-34), 520 (#12-14), 768 (#18-20)
Objective 5: 8.M.4.1.5 Identify congruence, similarities, and line symmetry of shapes. (341.01.d)	<b>SE/TE:</b> 306 (#33), 307 (#43), 487 (#35), 507, 509 (#1-3, 9-11), 510 (#26-27)
Objective 6: 8.M.4.1.6 Explain the concept of surface area and volume (capacity). (341.01.f)	<b>SE/TE:</b> 551-553, 558-559, 563-564, 572-573
Objective 7: 8.M.4.1.7 Use appropriate vocabulary and symbols. (341.01.h)	<b>SE/TE:</b> 462-467, 470 (Example 2), 471 (Quick Check 2), 472 (#1-2, 6-9, 11-14), 473 (#20-21), 474-475, 476 (#1-9, 20-21, 24-25), 478 (#28-30, 34-35), 484-488, 489, 494 (#29-30), 502, 503 (#11-22), 504 (#23-24, 31-32, 40), 509 (#12), 514 (#19, 24), 518 (#14-24), 519 (#34), 520 (#1-8, 22b)
<b>Goal 4.2: Apply the geometry of right triangles.</b>	
No objectives at this grade level.	
<b>Goal 4.3: Apply graphing in two dimensions.</b>	
Objective 1: 8.M.4.3.1 Identify and plot points on a coordinate plan. (341.03.a)	<b>SE/TE:</b> 52-56, 57, 61 (#54-57), 62 (#34-37), 406-407, 410-412, 417-420, 423 (Example 3), 424 (#7-8), 428, 430 (#1-6), 431, 435-436, 438-444, 445, 447, 448 (#16-19)
<b>Standard 5: Data Analysis, Probability, and Statistics</b>	
<b>Goal 5.1: Understand data analysis.</b>	
Objective 1: 8.M.5.1.1 Analyze and interpret tables, charts, and graphs, including frequency tables, scatter plots, broken line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots. (342.01.a)	<b>SE/TE:</b> 51, 427 (Activity #3b, Example 1, Quick Check 1c), 429, 430 (#1-3, 7-12), 431 (#13-15, 25b), 432 (#26), 433, 444 (#40, Checkpoint Quiz 2 #1b-1c), 455 (#28-31), 456 (#15-16, 25), 457 (#11), 637 (Quick Check 2b), 638 (#13), 639 (#23a, 24a), 640 (#1-4), 643, 644 (#4-7, 8b, 9), 645 (#14-15), 646-647, 648-653, 661 (#21-22), 688 (#15), 690 (#1-2, 4c), 766 (#34), 774 (#1-2, 4)
Objective 2: 8.M.5.1.2 Explain and justify conclusions drawn from tables, charts, and graphs. (342.01.b)	<b>SE/TE:</b> 429, 430 (#7-12), 433 (#2), 444 (Checkpoint Quiz 2 #1b), 455 (#30), 456 (#15-16), 639 (#23b, 24b), 648 (Example 1), 649 (Example 2, Quick Check 2c), 650 (Example 3), 651 (#3, 8), 652 (#12, 16)
Objective 3: 8.M.5.1.3 Use appropriate vocabulary and notations. (342.01.c)	<b>SE/TE:</b> 429, 430 (#7-12), 431 (#16-24, 25b-25c), 433 (#1-2), 444 (Checkpoint Quiz 2 #1b), 455 (#30), 456 (#15-16), 637 (Quick Check 2b), 639 (#19-20, 24b), 640 (#4), 643, 644 (#7, 8b, 9-10), 645 (#11, 13), 649 (Example 2, Quick Check 2c), 650 (Example 3), 651 (#3, 5, 8), 652 (#12, 16, 18), 656 (#3-4), 688 (#15-16), 766 (#34), 774 (#4)

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<b>Goal 5.2: Collect, organize, and display data.</b>	
Objective 1: 8.M.5.2.1 Collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, broken line graphs, line plots, bar graphs, histograms, and stem-and-leaf plots. (342.02.a)	<b>SE/TE:</b> 427 (Activity #1-2, 3a), 428, 430 (#4-6), 431 (#25a), 444 (Checkpoint Quiz 2 #1a), 490 (Example 2), 492 (Quick Check 2-3), 493 (#16, 21-22), 519 (#27), 520 (#19), 636-639, 640, 641-642, 644 (#1-3, 8a), 645 (#16a, 17-18), 646-647, 653 (#23-25), 661 (#21-22, Checkpoint Quiz 1 #1-2), 687 (#9-12), 688 (#13-14), 690 (#3), 691 (#7), 766 (#33), 774 (#1-3), 775 (#17-19)
<b>Goal 5.3: Apply simple statistical measurements.</b>	
Objective 1: 8.M.5.3.1 Choose and calculate the appropriate measure of central tendency – mean, median, and mode. (342.03.a)	<b>SE/TE:</b> 139-143, 144, 148 (#28-29, Quiz #9-10), 172 (#30-36), 174 (#11-14, 41), 756 (#13-16), 634 (#1-4), 639 (#15-18, 21, 24a, 29-30), 645 (#14-15, 16b), 646 (Example 1, #1c-1d, 2-5), 647 (Example 2, #6-8, 11-13)
Objective 2: 8.M.5.3.2 Explain the significance of distribution of data, including range, frequency, gaps, and clusters. (342.03.b)	<i>This standard can be developed from:</i> <b>SE/TE:</b> 139 (Example 1d), 142 (#1-4, 18-22), 174 (#11-14), 637 (Quick Check 2b), 639 (#22), 640 (#2-3), 646 (Example 1, #1e, 2-5), 647 (#13), 661 (#21-22)
<b>Goal 5.4: Understand basic concepts of probability.</b>	
Objective 1: 8.M.5.4.1 Model situations of probability using simulations. (342.04.a)	<b>SE/TE:</b> 672 (#1-2, 7a), 675 (#7b), 676 (#16), 682-683, 684 (#1-2), 685 (#10-11), 689 (#24), 690 (#22b)
Objective 2: 8.M.5.4.2 Recognize equally likely outcomes. (342.01.c)	<b>SE/TE:</b> 309, 660 (#16) <i>Related Content:</i> 309-313, 659-661, 662-666
Objective 3: 8.M.5.4.3 Explain that probability ranges from 0% to 100% and identify a situation as having high or low probability.	<b>SE/TE:</b> 310 <i>Related Content:</i> 309-313, 659-661, 662-666
Objective 4: 8.M.5.4.4 Use the language of probability. (342.04.b)	<b>SE/TE:</b> 309-310, 313 (#35, 39b), 344, 658, 660 (#16), 662-664, 665 (#14-16), 666 (#30-31), 673-674, 675 (#7a, 13b, 14), 676 (#15b)
<b>Goal 5.5: Make predictions or decisions based on data.</b>	
Objective 1: 8.M.5.5.1 Make predictions based on experimental and theoretical probabilities. (342.05.a)	<b>SE/TE:</b> 678 (Example 2, Quick Check 2a), 679 (#4-5, 12-13), 680 (Checkpoint Quiz 2 #4), 690 (#21), 775 (#29)
Objective 2: 8.M.5.5.2 Conduct statistical experiments and interpret results using tables, charts, or graphs. (342.05.c)	<b>SE/TE:</b> 636 (Activity)
Objective 3: 8.M.5.5.3 Use appropriate vocabulary and notations. (342.05.b)	<b>SE/TE:</b> 637 (Quick Check 2b), 639 (#19-20, 24b), 645 (#13), 677, 678 (Quick Check 2b-2c), 679 (#1-3, 6-12), 680 (#15-16)

Standards link: <http://www.sde.idaho.gov/ContentStandards/docs/MathStandards/ICSGrade8math.doc>