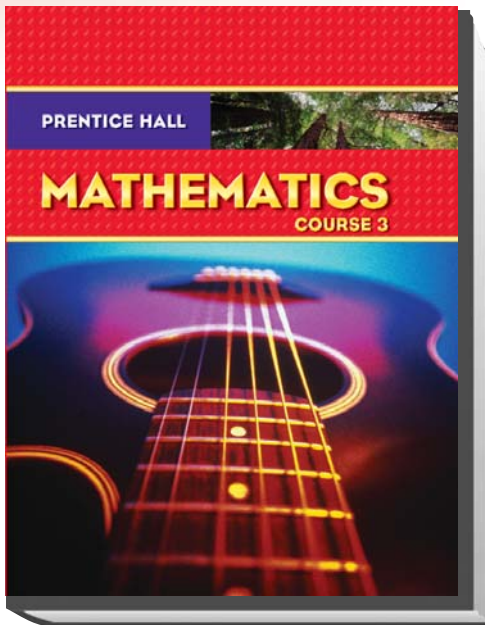


Prentice Hall

Mathematics, Course 3 © 2008



C O R R E L A T E D T O
Kentucky Combined Curriculum Standards
Grade 8

PEARSON

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Prentice Hall Mathematics, Course 3 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 overviewing 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.
- **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.
 - **TeacherEXPRESS CD-ROM** – Powerful lesson planning software, Teacher's Edition, and Teaching Resources.
 - **PresentationEXPRESS CD-ROM** – Complete support for digital presentations of lessons including videos, activities, stepped-out examples, quick check assessments, online active math, and Mindpoint Quiz Show to review chapters.
 - **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 Text 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.
 - **StudentEXPRESS CD-Rom** – Interactive Textbook, Homework Video Tutors, Active Math Interactivities and Student Worksheets
 - **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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KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 8	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p>Big Idea: Number Properties and Operations Middle grades students understand fractions, decimals, percents and integers, compare them and locate their relative positions on a number line. They develop and use proportional reasoning to solve problems. They work with large numbers and small numbers. They use factors, multiples and prime factorizations. They perform arithmetic operations with fractions, decimals and integers, use properties in computation, develop fluency and develop strategies to estimate the result of operations on rational numbers.</p> <p>Academic Expectations</p> <p>2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p>	
Program of Studies: Understandings	
<p>MA-8-NPO-U-1 Students will understand that numbers, ways of representing numbers, relationships among numbers and number systems are means of representing real-world quantities.</p>	<p>SE/TE: Representative pages: 6, 58, 65, 75, 161, 167, 193, 198, 224, 585</p>
Program of Studies: Skills and Concepts	
<p>MA-8-NPO-S-NS1 Students will continue to develop number sense to include irrational numbers (e.g., square roots, cube roots, π).</p>	<p>SE/TE: 106-110, 152</p>
<p>MA-8-NPO-S-NS2 Students will provide examples of, describe and compare irrational and rational numbers (e.g., magnitude, order on a number line, scientific notation, very large and very small integers, numbers close to zero).</p>	<p>SE/TE: 57-60, 61, 62-65, 92-95, 96, 106-110, 210- 212</p>
<p>MA-8-NPO-S-NS3 Students will describe and provide multiple representations of numbers (rational, square roots, cube roots and π) in a variety of equivalent forms using models, diagrams and symbols based on real-world and/or mathematical situations.</p>	<p>SE/TE: Representative pages: 5, 10, 17, 28, 53, 71, 111, 218, 260, 576-577</p>
Related Core Content for Assessment	
<p>MA-08-1.1.1 Students will provide examples of and identify rational numbers and irrational numbers (square roots and π only). DOK 1</p>	<p>SE/TE: 106-109, 152</p>

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KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 8	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p><i>MA-08-1.1.2</i> <i>Students will describe and provide examples of representations of numbers (rational, square roots, and π) and operations in a variety of equivalent forms using models, diagrams and symbols (e.g., number lines, 10 by 10 grids, rectangular arrays, number sentences) based on real-world and mathematical problems.</i></p>	<p>SE/TE: Representative pages: 5, 10, 17, 28, 53, 71, 111, 218, 260, 576-577</p>
Program of Studies: Understandings	
<p>MA-8-NPO-U-2 Students will understand that meanings of and relationships among operations provide tools necessary to solve realistic problems encountered in everyday life.</p>	<p>SE/TE: Representative pages: 35, 40, 226, 241, 268, 278-280, 415, 454, 568, 587</p>
Program of Studies: Skills and Concepts	
<p>MA-8-NPO-S-NO1 Students will add, subtract, multiply, divide and apply order of operations (including positive whole number exponents) using rational numbers to solve real-world problems</p>	<p>SE/TE: 4- 7, 44, 66-69, 72-76, 86-88, 99, 158, 208, 468</p>
<p>MA-8-NPO-S-NO2 Students will determine and explain the inverse relationship between addition and subtraction, multiplication and division, or raising to an exponent and taking the root of a number.</p>	<p>SE/TE: 21, 34, 38-39, 45, 106</p>
<p>MA-8-NPO-S-PNO1 Students will identify and use the commutative properties, the associative properties, the identity properties and the inverse properties for addition and multiplication, the distributive property and inverse relationships to justify a given step in solving problems.</p>	<p>SE/TE: 26-30, 34-35, 38-40, 45, 258, 267, 272-273, 274, 277, 562, 563, 590</p>
Related Core Content for Assessment	
<p>MA-08-1.1.3 Students will convert, compare and order multiple numerical representations (e.g., fractions, decimals, percentages) of rational numbers and irrational numbers (square roots and π only). DOK 2</p>	<p>SE/TE: 58, 59, 61, 86-89, 104, 158, 210, 211, 212, 252</p>

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KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 8	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
MA-08-1.3.1 Students will add, subtract, multiply and divide rational numbers to solve real-world problems and apply order of operations (including positive whole number exponents) to simplify numerical expressions. DOK 2	SE/TE: 5-6, 7, 44, 66-69, 71, 72-76, 86-89, 99, 158, 208, 468
<i>MA-08-1.3.2</i> <i>Students will explain how operations (additions and subtraction; multiplication and division; squaring and taking the square root of a number) are inversely related.</i>	SE/TE: 21-23, 34-35, 45, 106-110, 152
Program of Studies: Understandings	
MA-8-NPO-U-3 Students will understand that computing fluently and making reasonable estimates with fractions, decimals, percents and integers increases the ability to solve realistic problems encountered in everyday life.	SE/TE: Representative pages: 7, 34, 40, 87, 284, 408-409, 453, 480, 508-509, 548
Program of Studies: Skills and Concepts	
MA-8-NPO-S-E1 Students will estimate to solve real-world and/or mathematical problems with rational numbers and common irrational numbers, checking for reasonable and appropriate computational results.	SE/TE: 24, 34, 68, 73, 74, 80, 116, 121, 161, 167, 169, 175, 179, 198, 216, 220, 224, 230, 262, 263, 272, 279, 289, 335, 370, 372, 378, 381, 382, 385, 390, 394, 454
MA-8-NPO-S-E2 Students will estimate with large and small quantities of objects.	SE/TE: 508-509
Related Core Content for Assessment	
MA-08-1.2.1 Students will estimate to solve real-world and mathematical problems with rational numbers, checking for reasonable and appropriate computational results. DOK 2	SE/TE: 24, 34, 68, 73, 74, 80, 116, 121, 161, 167, 169, 175, 179, 198, 216, 220, 224, 230, 262, 263, 272, 279, 289, 335, 370, 372, 378, 381, 382, 385, 390, 394, 454
MA-08-1.5.2 Students will identify the use of properties (commutative properties of addition and multiplication, the associative properties of addition and multiplication, the identity properties for addition and multiplication, inverse properties and the distributive property of multiplication over addition and subtraction) to justify a given step in solving problems. DOK 1	SE/TE: 26-30, 33, 38, 41, 45, 175, 258, 267, 272-273, 274, 277, 282, 562, 563, 590

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Program of Studies: Understandings	
MA-8-NPO-U-4 Students will understand that proportional reasoning is a tool for modeling and solving problems encountered in everyday situations.	SE/TE: 160-163, 164, 166-170, 174-178, 179-180, 181-184, 185, 187-190, 192-195, 196, 197-200, 202-203, 527
Program of Studies: Skills and Concepts	
MA-8-NPO-S-RP1 Students will use percentages and proportions in problem solving, including consumer applications (e.g., simple interest, percentages of increase and decrease, discounts, unit pricing, sale prices).	SE/TE: 160-163, 230-233, 234-237, 240-241, 242-244, 253, 256-257
MA-8-NPO-S-RP2 Students will derive and use formulas for various rates (e.g., distance/time, miles per hour).	SE/TE: 82, 83-84, 160-162, 164
Related Core Content for Assessment	
MA-08-1.4.1 Students will apply ratios and proportional reasoning to solve real-world problems (e.g., percents, constant rate of change, unit pricing, percent of increase or decrease). DOK 3	SE/TE: 160-163, 164, 166-170, 174-178, 179-180, 181-184, 185, 187-190, 192-195, 196, 197-200, 202-203, 527
Big Idea: Measurement Students continue to measure and estimate measurements including fractions and decimals. They use formulas to find perimeter, area, circumference and volume. They use rulers and protractors. They use US Customary and metric units of measurement. They use the Pythagorean theorem. Academic Expectations 2.10 Students understand measurement concepts and use measurements appropriately and accurately. 2.11 Students understand mathematical change concepts and use them appropriately and accurately.	
Program of Studies: Understandings	
MA-8-M-U-1 Students will understand that there are two major measurement systems (U.S. Customary and metric) and either may be used to solve problems.	SE/TE: 165, 166-170
Program of Studies: Skills and Concepts	
MA-8-M-S-SM1 Students will provide examples of and apply money, time and U.S. Customary and metric units of measurement to solve real-world problems.	SE/TE: 18, 35, 65, 169-170, 175, 178, 232, 234, 235-236, 237, 238, 242-244, 253, 408-409, 464

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Related Core Content for Assessment	
MA-08-2.2.1 Students will convert units within the same measurement system and use these units to solve real-world problems. DOK 2	SE/TE: 166-170, 202
Program of Studies: Understandings	
MA-8-M-U-2 Students will understand that measurable attributes of objects and the units, systems and processes of measurement are powerful tools for making sense of the world around them.	SE/TE: 165, 166-170, 196-200, 203
MA-8-M-U-3 Students will understand that measurements are determined by using appropriate techniques, tools, formulas and degree of accuracy needed for the situation.	SE/TE: 165, 166-170, 196-200, 203, 402
Program of Studies: Skills and Concepts	
MA-8-M-S-MPA1 Students will read and use measurement tools (e.g., rulers, scales, protractors, angle rulers).	SE/TE: 187-190, 203, 640
MA-8-M-S-MPA2 Students will estimate and find angle measures and segment measures.	SE/TE: 302, 304-306, 307-310, 311, 323, 324-327, 640
MA-8-M-S-MPA3 Students will determine measures of the lengths of sides and the perimeter both regular and irregular shapes, including lengths to the nearest sixteenth of an inch or the nearest millimeter.	SE/TE: 82, 85, 185
MA-8-M-S-MPA4 Students will determine the area of triangles and quadrilaterals.	SE/TE: 81, 83, 328-329, 330, 331, 347, 352
MA-8-M-S-MPA5 Students will determine the area and circumference of circles.	SE/TE: 336-339, 347, 352
MA-8-M-S-MPA6 Students will develop and apply the Pythagorean theorem.	SE/TE: 111, 112-115, 118- 121, 153
MA-8-M-S-MPA7 Students will develop and apply formulas for volume and surface area of cubes, cylinders and right rectangular prisms; investigate relationships between and among them.	SE/TE: 367, 368-372, 379, 380-383, 385, 405

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MA-8-M-S-MPA8 Students will estimate measurements in standard units in real world and/or mathematical situations.	SE/TE: 198, 381, 335, 372, 378, 381, 382, 385, 390, 403
Related Core Content for Assessment	
MA-08-2.1.3 Students will evaluate the measures of angles by estimation, measurement with a protractor or angle ruler and determine angle measures in mathematical and/or real-world situations (e.g., supplementary, exterior, vertical). DOK 2	SE/TE: 181, 302, 303-306, 307-310, 311, 314-316, 323, 324-327, 346-347
MA-08-2.1.1 Students will measure lengths (to the nearest sixteenth of an inch or the nearest millimeter) and will determine and use in real-world or mathematical problems: <ul style="list-style-type: none"> • area and perimeter of triangles and quadrilaterals; • area and circumference of circles; • area and perimeter of compound figures composed of triangles, quadrilaterals and circles; • area from circumference or perimeter and • circumference or perimeter from area. DOK 3	SE/TE: 81- 83, 85, 111, 121, 185, 328-332, 333-334, 336-339, 347, 352
<i>MA-08-2.1.2</i> <i>Students will estimate measurements in standard units in real-world and mathematical problems.</i>	SE/TE: 198, 381, 335, 372, 378, 381, 382, 385, 390, 403
MA-08-2.1.4 Students will apply formulas to determine the volume of right rectangular prisms in real-world problems. DOK 2	SE/TE: 379, 380, 383, 405
<i>MA-08-2.1.5</i> <i>Students will use formulas to find surface area of right rectangular prisms in real-world and mathematical problems.</i>	SE/TE: 367, 368-372
Program of Studies: Skills and Concepts	
MA-8-M-S-MPA9 Students will explain how measurements and measurement formulas are related or different (perimeter and area; rate , time and distance; circumference and area of a circle).	SE/TE: 82-83, 185, 336, 338-339

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Related Core Content for Assessment	
MA-08-2.1.6 Students will apply the Pythagorean theorem to determine the length of a hypotenuse. DOK 2	SE/TE: 111, 112-115, 119, 121
Big Idea: Geometry Middle grade students expand analysis of two-dimensional shapes and three-dimensional shapes. They translate shapes in a coordinate plane. They extend work with congruent and similar figures, including proportionality. Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and accurately. 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.	
Program of Studies: Understandings	
MA-8-G-U-1 Students will understand that characteristics and properties of two-dimensional figures and three-dimensional objects describe the world and are used to develop mathematical arguments about geometric relationships and to evaluate the arguments of others.	SE/TE: 312-316, 318-321, 322, 323, 324-327, 336-339, 340, 347, 354-357, 358-361, 362, 363, 364-366, 367, 368-372, 373, 374-378, 379, 380-384, 385-386, 387, 388-391, 393-396, 397, 398-401, 404-405
Program of Studies: Skills and Concepts	
MA-8-G-S-SR1 Students will describe and provide examples of basic geometric elements that include points, segments, rays, lines, angles and planes; use these elements in real-world and/or mathematical situations.	SE/TE: 181, 302, 303-306, 307-310, 311, 314-316, 323, 324-327, 334, 346-347

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MA-8-G-S-SR2 Students will identify and compare properties of two-dimensional figures (circles; triangles: acute, right, obtuse, scalene, isosceles, equilateral; quadrilaterals: square, rectangle, rhombus, parallelogram, trapezoid; regular/irregular polygons); apply these properties and figures to solve real-world problems.	SE/TE: 312-316, 318-321, 322, 323, 324-327, 336-339, 340, 347
MA-8-G-S-SR3 Students will compare properties of three-dimensional figures (spheres, cones, cylinders, prisms, pyramids); apply these properties and figures to solve real-world problems.	SE/TE: 354-357, 358-361, 362, 363, 364-366, 367, 368-372, 373, 374-378, 379, 380-384, 385-386, 387, 388-391, 393-396, 397, 398-401, 404-405
MA-8-G-S-SR4 Students will provide examples of and apply congruent and similar two-dimensional figures to solve real-world problems.	SE/TE: 181-184, 196-200, 203, 312-316, 347
Related Core Content for Assessment	
<i>MA-08-3.1.1</i> <i>Students will describe and provide examples of basic geometric elements that include points, segments, rays, lines, angles, and planes and will use these elements in real-world and mathematical problems.</i>	SE/TE: 181, 302, 303-306, 307-310, 311, 314-316, 323, 324-327, 334, 346-347
MA-08-3.1.2 Students will identify and compare properties of two-dimensional figures (circles, triangles acute, right, obtuse, scalene, isosceles, equilateral), quadrilaterals [square, rectangle, rhombus, parallelogram, trapezoid], regular/irregular polygons), and will apply these properties and figures to solve real-world and mathematical problems. DOK 2	SE/TE: 312-316, 318-321, 322, 323, 324-327, 336-339, 340, 347
MA-08-3.1.3 Students will compare properties of three-dimensional figures (spheres, cones, cylinders, prisms, pyramids), and will apply these properties and figures to solve real-world and mathematical problems. DOK 2	SE/TE: 354-357, 358-361, 362, 363, 364-366, 367, 368-372, 373, 374-378, 379, 380-384, 385-386, 387, 388-391, 393-396, 397, 398-401, 404-405

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MA-08-3.1.4 Students will: <ul style="list-style-type: none"> • provide examples of congruent and similar figures; • apply congruent and similar figures to solve real-world and mathematical problems and • apply proportional reasoning to solve problems involving scale drawings and proportional figures. DOK 3	SE/TE: 181-184, 185, 187-190, 191, 192-195, 203, 312-316, 347
Program of Studies: Understandings	
MA-8-G-U-2 Students will understand that representational systems, including coordinate geometry, are means for specifying locations and describing spatial relationships and are organizers for making sense of the world around them.	SE/TE: 124-127
Program of Studies: Skills and Concepts	
MA-8-G-S-TS4 Students will transform figures in a coordinate plane (translations, reflections and dilations [magnifications and contractions] with the center of dilation at the origin); determine the new coordinates of the image after the transformation.	SE/TE: 136-139, 141-144, 153
MA-8-G-S-CG1 Students will identify and graph ordered pairs on a coordinate system, identifying the origin, axes and ordered pairs; apply graphing in the coordinate system to solve real-world problems.	SE/TE: 124-127, 129, 130-134, 153
MA-8-G-S-CG2 Students will analyze the graph of a line to determine the slope, y-intercept and equation of the line.	SE/TE: 527, 528-531, 532, 535-536, 553
Related Core Content for Assessment	
MA-08-3.3.1 Students will identify and graph ordered pairs on a coordinate system, correctly identifying the origin, axes and ordered pairs; and will apply graphing in the coordinate system to solve real-world and mathematical problems. DOK 2	SE/TE: 124-127, 129, 130-134, 153

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Program of Studies: Understandings	
MA-8-G-U-3 Students will understand that transformations and symmetry are used to analyze real-world situations (e.g., art, nature, construction and scientific exploration).	SE/TE: 136, 137-139, 141, 142-143, 145, 146, 148-149, 150
Program of Studies: Skills and Concepts	
MA-8-G-S-TS2 Students will describe, provide examples of and apply to real-world and/or mathematical situations rotational symmetry (45° , 90° , 180° , 270° , 360°).	SE/TE: 145, 146-148, 153
MA-8-G-S-TS3 Students will rotate (clockwise or counterclockwise) shapes in a coordinate plane about the origin.	SE/TE: 145, 146-149, 153
Related Core Content for Assessment	
<i>MA-08-3.2.1</i> <i>Students will describe, provide examples of, and apply to real-world and mathematical problems rotational symmetry (90°, 180°, 360°).</i>	SE/TE: 146-148, 153
<i>MA-08-3.2.3</i> <i>Students will identify rotations (clockwise or counterclockwise) of figures about the origin in a coordinate plane.</i>	SE/TE: 145, 146-149, 153
Program of Studies: Understandings	
MA-8-G-U-4 Students will understand that shape and area are conserved during mathematical transformations (flips, slides and turns). Scale conserves shape but changes size.	SE/TE: 136, 137-139, 141, 142-143, 145, 146, 148-149, 150
Program of Studies: Skills and Concepts	
MA-8-G-S-SR5 Students will apply proportional reasoning to solve problems involving scale models and real objects and scale drawings and similar two-dimensional figures.	SE/TE: 185, 187-190, 191, 192-195, 196, 197-200, 203
MA-8-G-S-TS1 Students will investigate the congruence, proportionality and/or similarity of pre-images and images of dilations (e.g., enlargements, reductions) in a coordinate plane.	SE/TE: 186, 187-190, 191

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Related Core Content for Assessment	
MA-08-3.2.2 Students will transform (translations, reflections, and dilations with the center of dilation at the origin) figures in a coordinate plane and determine the new coordinates of the image after the transformation. DOK 2	SE/TE: 136-139, 141-144, 153
Program of Studies: Understandings	
MA-8-G-U-5 Students will understand that visualization, spatial reasoning and geometric relationships model real-world situations.	SE/TE: 192-195, 196, 197-200
Program of Studies: Skills and Concepts	
MA-8-G-S-SR4 Students will provide examples of and apply congruent and similar two-dimensional figures to solve real-world problems.	SE/TE: 183-184, 187, 188-190, 194-195
MA-8-G-S-SR5 Students will apply proportional reasoning to solve problems involving scale models and real objects and scale drawings and similar two-dimensional figures.	SE/TE: 184, 187, 192-195
MA-8-G-S-TS2 Students will describe, provide examples of and apply to real-world and/or mathematical situations rotational symmetry (45° , 90° , 180° , 270° , 360°).	SE/TE: 146-148, 153
MA-8-G-S-CG2 Students will analyze the graph of a line to determine the slope, y-intercept and equation of the line.	SE/TE: 528-531, 532, 534-538, 540-543
Related Core Content for Assessment	
MA-08-3.1.4 Students will: <ul style="list-style-type: none"> • provide examples of congruent and similar figures; • apply congruent and similar figures to solve real-world and mathematical problems and • apply proportional reasoning to solve problems involving scale drawings and proportional figures. DOK 3	SE/TE: 181-184, 185, 187-190, 191, 192-195, 203, 312-316, 347

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<p><i>MA-08-3.2.1</i> <i>Students will describe, provide examples of, and apply to real-world and mathematical problems rotational symmetry (90°, 180°, 360°).</i></p>	SE/TE: 146-148, 153
<p>MA-08-3.2.2 Students will transform (translations, reflections, and dilations with the center of dilation at the origin) figures in a coordinate plane and determine the new coordinates of the image after the transformation. DOK 2</p>	SE/TE: 136-139, 141-144, 153
<p>MA-08-3.3.1 Students will identify and graph ordered pairs on a coordinate system, correctly identifying the origin, axes and ordered pairs; and will apply graphing in the coordinate system to solve real-world and mathematical problems. DOK 2</p>	SE/TE: 124-127, 129, 130-134, 153
<p>Big Idea: Data Analysis and Probability Middle grades students extend the early development of data representations and examine the appropriateness of graphs and representations of data. They examine central tendencies and dispersion. They develop organized approaches to counting and use experimental and theoretical probabilities.</p> <p>Academic Expectations</p> <p>2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> <p>2.13 Students understand and appropriately use statistics and probability.</p>	
Program of Studies: Understandings	
<p>MA-8-DAP-U-1 Students will understand that quantitative literacy is a necessary tool to be an intelligent consumer and citizen.</p>	SE/TE: 223, 245, 323, 412-416, 417, 418-422, 423, 424-426, 427, 428-431, 432, 433-437, 438-441, 443-447, 450-453, 454-455, 463
<p>MA-8-DAP-U-2 Students will understand that the collection, organization, interpretation and display of data can be used to answer questions.</p>	SE/TE: 223, 245, 323, 412-416, 417, 418-422, 423, 424-426, 427, 428-431, 432, 433-437, 438-441, 443-447, 450-453, 454-455, 463
Program of Studies: Skills and Concepts	
<p>MA-8-DAP-S-DR1 Students will collect, organize, construct, analyze and make inferences from data in a variety of graphical methods (e.g., drawings, tables/charts, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs, stem-and-leaf plots, scatter plots, histograms, box-and-whiskers plots).</p>	SE/TE: 223, 245, 323, 412-416, 417, 418-422, 423, 424-426, 427, 428-431, 432, 433-437, 438-441, 443-447, 450-453, 454-455, 463

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Related Core Content for Assessment	
MA-08-4.1.4 Students will: <ul style="list-style-type: none"> • construct data displays (Venn diagrams, tables, line graphs, stem-and-leaf plots, circle graphs, scatter plots); • explain why the type of display is appropriate for the data and • explain how misleading representations affect interpretations and conclusions about data (e.g., changing the scale on a graph). DOK 2	SE/TE: 223, 427, 456-459, 463
<i>MA-08-4.1.5</i> <i>Students will construct box-and-whiskers plots.</i>	SE/TE: 438-441, 442, 463
<i>MA-08-4.3.1</i> Students will explain how data gathering, bias issues, and faulty data analysis can affect the results of data collection.	SE/TE: 223, 456-459, 463, 480-483
Program of Studies: Understandings	
MA-8-DAP-U-3 Students will understand that the choice of data display can affect the visual message communicated.	SE/TE: 223, 427-432, 456-459
Program of Studies: Skills and Concepts	
MA-8-DAP-S-DR2 Students will select an appropriate graph to represent data and justify its use.	SE/TE: 223, 427-432, 456-459
MA-8-DAP-S-DR3 Students will compare similar data from various types of graphs.	SE/TE: 223, 419-422, 427-432, 433-437, 439, 444-447, 451-542, 456-459, 462-463
MA-8-DAP-S-DR4 Students will relate different representations of data (e.g., tables, graphs, diagrams, plots) and explain how misleading representations affect interpretations and conclusions about data.	SE/TE: 223, 419-422, 427-432, 433-437, 439, 444-447, 451-542, 456-459, 462-463
MA-8-DAP-S-ES1 Students will explain how data gathering, bias issues or faulty data analysis can affect the results of data collection, data representation and data interpretation.	SE/TE: 223, 456-459, 463, 480-483

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Related Core Content for Assessment	
<i>MA-08-4.1.2</i> <i>Students will explain how different representations of data (e.g., tables, graphs, diagrams, plots) are related.</i>	SE/TE: 223, 419-422, 427-432, 433-437, 439, 444-447, 451-542, 456-459, 462-463
Program of Studies: Understandings	
MA-8-DAP-U-4 Students will understand that inferences and predictions from data are used to make critical and informed decisions.	SE/TE: 415-416, 417, 419-421, 431
Program of Studies: Skills and Concepts	
MA-8-DAP-S-P1 Students will make predictions, draw conclusions and verify results from statistical data and probability experiments, making use of technology as appropriate.	SE/TE: 223, 245, 246-250, 323, 412-416, 417, 418-422, 423, 424-426, 427, 428-431, 432, 433-437, 438-441, 443-447, 450-453, 454-455, 463, 470-473, 474, 475-478
Related Core Content for Assessment	
MA-08-4.1.1 Students will analyze and make inferences from data displays (drawings, tables/charts, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs, stem-and leaf plots, scatter plots, histograms, box-and-whiskers plots). DOK 3	SE/TE: 223, 245, 323, 412-416, 417, 418-422, 423, 424-426, 427, 428-431, 432, 433-437, 438-441, 443-447, 450-453, 454-455, 463
Program of Studies: Understandings	
MA-8-DAP-U-5 Students will understand that for a given set of data or a graph, statistical measures (mean, median, mode, range) can be used to describe the distribution of the data.	SE/TE: 412-416, 417, 462
Program of Studies: Skills and Concepts	
MA-8-DAP-S-CD1 Students will determine and interpret clusters, quartiles, gaps and outliers in data.	SE/TE: 413
MA-8-DAP-S-CD3 Students will determine and interpret the mean, median, mode and range of a set of data.	SE/TE: 412-416, 417, 462
MA-8-DAP-S-CD4 Students will compare sets of data.	SE/TE: 438, 440
MA-8-DAP-S-DCD5 Students will explore how statistics can be interpreted in many ways.	SE/TE: 223, 456-459, 463, 480-483

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Related Core Content for Assessment	
MA-08-4.2.1 Students will: <ul style="list-style-type: none"> • determine the mean, median, mode, and range of a set of data; • identify clusters, gaps, and outliers and • apply these concepts to compare sets of data. DOK 2	SE/TE: 412-416, 417, 420, 421, 434-437, 462
Program of Studies: Understandings	
MA-8-DAP-U-6 Students will understand that probability can be used to make decisions or predictions or to draw conclusions.	SE/TE: 475-478, 504
Program of Studies: Skills and Concepts	
MA-8-DAP-S-CD2 Students will make predictions, draw conclusions and verify results from probability experiments or simulations, making use of technology as appropriate.	SE/TE: 471-473, 474, 475-478, 484, 504
MA-8-DAP-S-P2 Students will analyze situations, such as games of chance, board games or grading scales and make predictions using knowledge of probability.	SE/TE: 471, 474, 485, 489, 490
MA-8-DAP-S-P3 Students will identify and describe the number of possible arrangements of several objects, using a tree diagram or the basic counting principle; make a list, picture, chart or tree diagram to represent a sample space.	SE/TE: 247-249, 474, 491, 492, 494
MA-8-DAP-S-P4 Students will investigate counting techniques (e.g., networks).	SE/TE: 246, 248, 249, 492, 494
MA-8-DAP-S-P5 Students will investigate and explain the role of probability in everyday decision making.	SE/TE: 471-473, 474, 475-478, 484, 504
MA-8-DAP-S-P6 Students will explore concepts of randomness and independent events.	SE/TE: 480, 482, 484, 485, 486- 488, 505
MA-8-DAP-S-P7 Students will determine theoretical (mathematical) probabilities (e.g., express probability as a ratio, decimal, percent, area model as appropriate for a given situation).	SE/TE: 470-473, 504

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<p>MA-8-DAP-S-P8 Students will compare theoretical and experimental results and explain reasons why there might be differences.</p>	SE/TE: 470-473, 504
Related Core Content for Assessment	
<p>MA-08-4.4.1 Students will apply counting techniques to determine the size of a sample space for a real-world or mathematical situation. DOK 2</p>	SE/TE: 247-249, 474, 491
<p>MA-08-4.4.2 Students will:</p> <ul style="list-style-type: none"> • determine theoretical probabilities of simple events; • determine probabilities based on the results of an experiment and • make inferences from probability data. <p>DOK 3</p>	SE/TE: 246-250, 253, 470-473, 474, 475-478, 504-505
<p><i>MA-08-4.4.3</i> Students will tabulate experimental results from simulations and explain how theoretical and experimental probabilities are related.</p>	SE/TE: 470-473, 504
<p><i>MA-08-4.4.4</i> Students will determine theoretical probabilities and represent them using area models.</p>	SE/TE: 470-473, 504
<p>Big Idea: Algebraic Thinking Middle grade students extend pattern work to include arithmetic sequences. They use linear functions and linear equations. They plot rational number pairs in the Cartesian plane. They simplify algebraic and numeric expressions. They explore the effects of change on related variables. They use and solve two-step single variable equations and inequalities.</p> <p>Academic Expectations</p> <p>2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> <p>2.11 Students understand mathematical change concepts and use them appropriately and accurately.</p> <p>2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p>	
Program of Studies: Understandings	
<p>MA-8-AT-U-1 Students will understand that patterns, relations and functions are tools that help explain or predict real-world phenomena.</p>	SE/TE: 85, 91, 130, 287, 323, 397, 431, 443-447, 448, 514-516, 517, 552, 570
<p>MA-8-AT-U-2 Students will understand that numerical patterns can be written as rules that generate the pattern.</p>	SE/TE: 85, 91, 130, 287, 323, 397, 431, 514-516, 517, 552, 570

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Program of Studies: Skills and Concepts	
MA-8-AT-S-PRF1 Students will recognize, create and extend patterns (generalize the pattern by giving the rule for the n th term and explain the generalization).	SE/TE: 85, 91, 130, 149, 195, 287, 323, 397, 431, 514-516, 517, 552, 570
Related Core Content for Assessment	
<i>MA-08-5.1.1</i> <i>Students will use variables to describe numerical patterns based on arithmetic sequences in real-world and mathematical problems (e.g., $f(N) = 2N + 3$).</i>	SE/TE: 85, 129, 130-134, 287, 302, 397, 512-516, 517, 570
Program of Studies: Understandings	
MA-8-AT-U-3 Students will understand that algebra represents mathematical situations and structures for analysis and problem solving.	SE/TE: xli, 35, 40, 226, 241, 263, 278, 279, 280, 415, 454, 568, 587
Program of Studies: Skills and Concepts	
MA-8-AT-S-VEO1 Students will apply order of operations to evaluate and simplify algebraic expressions.	SE/TE: 4-8, 44, 86-89, 258, 266-269, 295, 558, 590
MA-8-AT-S-VEO2 Students will given a formula, substitute appropriate elements from a real-world or mathematical situation.	SE/TE: 81-85, 170, 196-200, 203, 367, 368-372, 379, 380-383, 385, 388-391, 393-396, 402, 405
MA-8-AT-S-EI 1 Students will use multiple representations to model and solve one- and two-variable linear equations.	SE/TE: 131-134, 153, 523-526, 527, 533-538, 553
MA-8-AT-S-EI 2 Students will solve problems using formulas	SE/TE: 81-85, 170, 196-200, 203, 367, 368-372, 379, 380-383, 385, 388-391, 393-396, 402, 405
MA-8-AT-S-EI 3 Students will investigate linear inequalities using a variety of methods and representations.	SE/TE: 281, 282-285, 287, 288-292, 295
Related Core Content for Assessment	
MA-08-5.2.1 Students will evaluate and simplify algebraic expressions applying the order of operations. DOK 2	SE/TE: 4-8, 44, 86-89, 258, 266-269, 295, 558, 590
<i>MA-08-5.2.2</i> <i>Students will describe, define and provide examples of variables and expressions with a missing value based on real-world and mathematical problems.</i>	SE/TE: 4-8, 44, 258, 266-269, 295, 558, 590

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MA-08-5.3.1 Students will model and solve single variable, first-degree real-world and mathematical problems (e.g., $5x + 2 = x + 22$, $x - 4 < -60$). DOK 2	SE/TE: 32, 33-36, 38-41, 42, 45, 208, 261-264, 271-275, 276-278, 279-280, 282-285, 288-292, 294-295, 300
Program of Studies: Understandings	
MA-8-AT-U-4 Students will understand that real-world situations can be represented using mathematical models to analyze quantitative relationships.	SE/TE: xli, 35, 40, 226, 241, 263, 278, 279, 280, 415, 454, 568, 587
Program of Studies: Skills and Concepts	
MA-8-AT-S-VEO3 Students will describe, define and provide examples of variables and expressions with a missing value based on real-world and/or mathematical situations.	SE/TE: 4-8, 44, 258, 266-269, 295, 558, 590
MA-8-AT-S-EI4 Students will model and solve real-world problems with one- or two-step equations or inequalities (e.g., $4x + 2 = 22$, $x - 4 < -60$).	SE/TE: 32, 33-36, 38-41, 42, 45, 208, 261-264, 271-275, 276-278, 279-280, 282-285, 288-292, 294-295, 300
Related Core Content for Assessment	
MA-08-5.1.2 Students will represent, analyze and generalize simple first and second degree relationships using tables, graphs, words and algebraic notations, and will apply the relationships to solve real-world and mathematical problems. DOK 2	SE/TE: 33-36, 38-41, 45, 91, 130-134, 153, 208, 261-264, 267-269, 271-275, 276-278, 279-280, 294, 295, 300, 415, 454, 510, 535, 536, 537, 553, 568, 587
Program of Studies: Understandings	
MA-8-AT-U-5 Students will understand that functions are used to analyze change in various contexts and model real-world phenomena.	SE/TE: 523-526
Program of Studies: Skills and Concepts	
MA-8-AT-S-PR3 Students will organize input-output coordinate pairs into tables, plot points in all four quadrants of a coordinate (Cartesian) system/grid and interpret resulting patterns or trends using technology as appropriate.	SE/TE: 444-447, 448,463
MA-8-AT-S-PRF5 Students will graph linear functions in a four quadrant (Cartesian) system/grid and interpret the results, using technology as appropriate.	SE/TE: 527, 534-538, 540-543, 544-545, 553

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MA-8-AT-S-PRF6 Students will explain how change in the input affects change in the output (e.g., in $d = rt$, increasing the time (t) increases the distance (d)).	SE/TE: 132, 133, 525, 526, 548, 549
Related Core Content for Assessment	
MA-08-5.1.5 Students will explain how the change in one variable affects the change in another variable (e.g., if rate remains constant, an increase in time results in an increase in distance). DOK 2	SE/TE: 527, 528-531, 553
Program of Studies: Understandings	
MA-8-AT-U-6 Students will understand that functions can be written in words, in a symbolic sentence or in a table.	SE/TE: 523-526, 527, 534-538, 540-543, 544-545, 553
Program of Studies: Skills and Concepts	
MA-8-AT-S-PRF2 Students will represent, interpret and describe linear and simple quadratic functional relationships (input/output) through tables, graphs and symbolic rules.	SE/TE: 523-526, 527, 533, 534-538, 540-543, 544-545, 546-549, 553
MA-8-AT-S-PRF4 Students will interpret and explain relationships between tables, graphs, verbal rules and equations, using technology as appropriate.	SE/TE: 130-134, 135, 527, 533, 534-538, 540-543, 544-545, 550