

Prentice Hall Mathematics: Course 2 © 2008
Correlated to:
Arizona Academic Standards for Mathematics
(Grades 7)

Arizona Academic Standards for Mathematics	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Strand 1: Number Sense and Operations	
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.	
Concept 1: Number Sense	
Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.	
PO 1. Express fractions as terminating or repeating decimals.	SE: 95, 96-100, 101, 113 (#27-34), 114 (#43-50), 272 (#5-9), 278, 279-283, 284-287, 288, 316-317 (#6-11), 318 (#1-13), 401, 578 (#13-22), 580-583, 586-589, 604-605, 632-633 (#29-37, 49-53), 640-641 (#1-18)
	TE: Additional Examples 281, 285
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
	TECH: 72, 97, 98 & Transparencies: Check Skills You'll Need, Additional Examples, Problem of the Day, Classroom Aid, Student Edition Answers, Lesson Quiz, Test-Taking Strategies; Interactive Textbook Online, StudentExpress CD-ROM, Success Tracker, Teacher Express CD-ROM, PresentationExpress CD-ROM, ExamView, MindPoint Quiz Show CD-ROM, www.PHSchool.com
PO 2. Identify the greatest common factor for a set of whole numbers.	SE: 76-79, 80-84, 118 (#9-12), 114 (#14-17, 24-27), 126-129, 130-134, 632 (#1-5, 29)
	TE: Error Prevention 127, Additional Examples 85, 127, 131
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide

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PO 3. Determine the least common multiple for a set of whole numbers.	SE: 74-79, 80-81, 86, 87-90, 127-130-133, 632-633
	TE: Error Prevention 75, 127, Additional Examples 76, 83, 127, 131
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 4. Choose the appropriate signed real number to represent a contextual situation.	SE: 31-34, 36-40, 43-47, 51, 62 (#41), 64-65, 102-105, 106-110, 113, 118, 630-631
	TE: Error Prevention 103, 107, Additional Examples 45, 103, 107
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 5. Recognize the absolute value of a number used in contextual situations.	SE: 31-34, 39-42, 45-47 (Example 2 & #29, 30, 35, 37), 630-631
	TE: 33, 40
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PO 6. Locate integers on a number line.	SE: 12, 31-33, 38-42, 44-47, 53, 58, 62 (#29-30), 64 (#2b), 484 (#1-4), 630-631 (#)
	TE: Additional Examples 39, 40
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 7. Order integers.	SE: 31-35, 42, 53-57, 60, 62 (#23-26, 31), 64-65, 206-207, 210-212
	TE: Additional Examples 206
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide

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PO 8. Classify rational numbers as natural, whole, or integers.	SE: 31-35, 102-106
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Concept 2: Numerical Operations	
Understand and apply numerical operations and their relationship to one another.	
PO 1. Add integers.	SE: 36-37, 38-42, 48-51, 52, 60-61, 62, 64-65, 630-631
	TE: Error Prevention 49, Additional Examples 39, 49
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 2. Subtract integers.	SE: 36-37, 38-42, 48-51, 52, 60-61, 62, 64-65, 630-631
	TE: Additional Examples 40
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 3. Select the grade-level appropriate operation to solve word problems.	SE: xxxii-xl, 92-93, 144-147, 152, 192-193, 201-204, 215-219, 228-235, 238-248, 249-258, 259-265, 269-277, 279-287, 290-293, 294-297, 298-301, 302-309, 310-314, 315 (# 6), 317 (# 19, 20, 28-35), 318, 320-321, 369, 398-399, 468-471, 472-475 (# 10-13), 476, 477 (Example 1, # 1), 478 (# 18-20), 480 (# 23), 482-483
	TE: Error Prevention 92, 147, 233, 260, 280, 299, 303
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 4. Solve word problems using grade-level appropriate operations and numbers.	SE: 24-25, 80-81, 146-147, 192-193, 201-204, 219, 224-225, 249-250, 302-303, 359-360, 398-399, 466-467, 496-497, 558-559, 604-605
	TE: Error Prevention 25, 147, 193, 250, 303, 360, 399, 467, 497
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PO 5. Multiply integers.	SE: 43, 44-47, 48-51, 66 (#11-17), 68-71, 118 (#5-8), 166 (#5-14)
	TE: Error Prevention 49, Additional Examples 45, 69
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 6. Divide integers.	SE: 43, 44-47, 66 (#11-17), 118 (#5-8), 166 (#9-14)
	TE: Error Prevention 49, Additional Examples 65

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PO 7. Apply grade-level appropriate properties to assist in computation.	SE: 4-12, 13-18, 19-23, 27-30, 36-42, 48-52, 60-66, 118, 125-129, 130-134, 135-139, 140-145, 160-166, 199-204, 239, 322
	TE: Error Prevention 12, 49, 127, 137
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	TECH: 68, 72, 97, 98, 173, 395, 607, 613 & Transparencies: Check Skills You'll Need, Additional Examples, Problem of the Day, Classroom Aid, Student Edition Answers, Lesson Quiz, Test-Taking Strategies; Interactive Textbook Online, StudentExpress CD-ROM, Success Tracker, Teacher Express CD-ROM, PresentationExpress CD-ROM, ExamView, MindPoint Quiz Show CD-ROM, www.PHSchool.com web code: are-0102, are-0103, are-0104, are-0105, are-0153, are-0775,
PO 8. Apply the symbols + and – to represent positive and negative, and “ ” to represent absolute value.	SE: 31-35, 36-40, 43-47, 54-57, 61 (#19-26), 62 (#23-37), 64-65, 102-105, 112-113 (#6-9, 32-34), 114 (#20-23, 55), 118 (#1-8), 166 (#5-8), 484 (#1-4, 9-12), 486-490, 506 (#17-22), 630-631 (#21-36)
	TE: Error Prevention 54, 103, Additional Examples 45, 55, 103, 487

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PO 9. Use grade-level appropriate mathematical terminology.	SE: 35, 63 (#5-8), 124, 185, 232-234, 257, 328, 508, 603, Vocabulary Tips: 121, 208, 274
	TE: 60, 66, 112, 118, 185, 220, 226, 272, 316, 366, 372
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PO 10. Calculate the percent of a given number.	SE: 274-277, 284-287, 290-297, 298-303, 304-309, 309-314, 316-317 (#12-33), 318 (#19-37), 354-357, 369, 398, 477, 640-641
	TE: Error Prevention 280, 285, 385
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide

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PO 11. Convert numbers expressed in standard notation to scientific notation and vice versa (positive exponents only).	SE: 106-110, 112-113 (#35-38), 114 (#51-54.), 115 (#5-8), 632-633 (#-41)
	TE: Error Prevention 107, Additional Examples 107
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 12. Simplify numerical expressions using the order of operations with grade- appropriate operations on number sets.	SE: 48-51, 52, 60-61 (#27-30), 62 (#17-18), 68-71, 112-113 (#), 114 (#6-9), 166 (#9-14), 169-172, 434 (#1-8), 630-631 (#37- 44)
	TE: Error Prevention 49
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Concept 3: Estimation	
Use estimation strategies reasonably and fluently.	
PO 1. Solve grade-level appropriate problems using estimation.	SE: 5-6, 8, 9, 14, 21, 24-26, 29, 63-65, 92, 116-117, 121-123, 130-131, 137, 146-147, 158, 164-165, 178, 192-193, 201, 224-225, 233, 243, 264, 270-272, 277, 280, 285, 287, 289, 293, 299, 302-303, 305, 306, 329, 369, 374-377, 423, 428, 446, 462, 528-529, 554-556, 576-577, 628-629, 644-645
	TE: Error Prevention 158, 193, 233, 280, 299, 555, Additional Examples 21, 92, 121, 131, 137, 201, 233, 423, 555
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PO 2. Use estimation to verify the reasonableness of a calculation (e.g., Is -2.5×18 about -50 ?).	SE: 11, 19, 30-33, 66-67 (# 4), 102-106, 126-127 (# 2b), 160-163, 182-183 (# 1c), 193, 197, 203, 208, 218-201 (#4-7), 236-237 (# 2, 3), 252-255, 286-287, 297, 306, 318-321, 374-377, 455-458, 495, 500, 503-506, 544-548, 568-569 (# 4), 592-595, 624-625 (# 2), 643-646, 676-677 (# 3e)
	TE: 237, 456
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PO 3. Determine whether an estimation of an area is approximately equal to the actual measure.	SE: 374-379, 383 (#22-24), 389-390, 391 (#8, 16), 393 (#12), 395-397, 398-399, 427, 428, 430 (#1-8), 644-645 (#1-3, 11-14)
	TE: Error Prevention 389, 399, Additional Examples 375
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PO 4. Determine whether an estimation of an angle is approximately equal to the actual measure.	SE: 329, 330-335, 356-357, 358, 368, 370-371
	TE: 331
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PO 5. Determine whether an estimation of the circumference of a circle is approximately equal to the actual measure.	SE: 394-397, 427, 429 (#11-13), 430 (#7-8), 431 (#14), 644 (#11-13)
	TE: Additional Examples 395
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PO 6. Verify the reasonableness of estimates made from calculator results within a contextual situation.	SE: 95, 97-99, 184 (#34-38), 280 (Example 3), 285-287 (Examples 3, 4 & # 32-34, 45, 47-50), 395-400, 406-408, 423 (Example 3 & #3), 440 (#17-19), 607-609, 613
	TE: 394-395
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Concept 1: Data Analysis (Statistics)	
Understand and apply data collection, organization and representation to analyze and sort data.	
PO 1. Formulate questions to collect data in contextual situations.	SE: 242, 243, 320-321, 335, 358, 393, 451, 532-537, 549, 550-553, 566, 581-585, 587-590, 596-597, 628, 629, 653
	TE: Error Prevention 581, 587, Additional Examples 533-534
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PO 2. Construct a circle graph with appropriate labels and title from organized data.	SE: 85, 129, 303, 368 (#32), 354-358, 359-360, 366-367, 368 (#32), 541, 547, 643 (#29)
	TE: Error Prevention 303
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
	TECH: 355 & Transparencies: Check Skills You'll Need, Additional Examples, Problem of the Day, Classroom Aid, Student Edition Answers, Lesson Quiz, Test-Taking Strategies; Interactive Textbook Online, StudentExpress CD-ROM, Success Tracker, Teacher Express CD-ROM, PresentationExpress CD-ROM, ExamView, MindPoint Quiz Show CD-ROM, www.PHSchool.com

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PO 3. Determine when it is appropriate to use histograms, line graphs, double bar graphs, and stem-and-leaf plots.	SE: 354-358, 359-360, 528-529, 532-536, 537, 538-542, 543, 544-547, 548, 553 (# 23), 557, 560-566, 567-571, 572-573, 576-577, 629, 650-651
	TE: Error Prevention 360, 533
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
	TECH: 543 & Transparencies: Check Skills You'll Need, Additional Examples, Problem of the Day, Classroom Aid, Student Edition Answers, Lesson Quiz, Test-Taking Strategies; Interactive Textbook Online, StudentExpress CD-ROM, Success Tracker, Teacher Express CD-ROM, PresentationExpress CD-ROM, ExamView, MindPoint Quiz Show CD-ROM, www.PHSchool.com web code: are-1053, are-1153
PO 4. Interpret data displays including histograms, stem-and-leaf plots, circle graphs, and double line graphs.	SE: 209, 354-358, 359-360, 368 (# 32), 528-529, 532-536, 537, 538-542, 543, 544-547, 548, 553 (# 23), 557, 560-566, 567-571, 572-573, 576-577, 629, 650-651
	TE: Error Prevention 360, 533, Additional Examples 355, 533, 562, 568
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
	TECH: 543 & Transparencies: Check Skills You'll Need, Additional Examples, Problem of the Day, Classroom Aid, Student Edition Answers, Lesson Quiz, Test-Taking Strategies; Interactive Textbook Online, StudentExpress CD-ROM, Success Tracker, Teacher Express CD-ROM, PresentationExpress CD-ROM, ExamView, MindPoint Quiz Show CD-ROM, www.PHSchool.com web code: are-0775, are-1153

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PO 5. Answer questions based on data displays including histograms, stem-and-leaf plots, circle graphs, and double line graphs.	SE: 354-358, 359-360, 528-529, 532-536, 537, 538-542, 543, 544-547, 548, 553 (# 23), 557, 560-566, 567-571, 572-573, 576-577, 629, 650-651
	TE: Error Prevention 360, 533, Additional Examples 355, 533, 562, 568
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 6. Find the mean, median, mode, and range of a given numerical data set.	SE: 53-57, 218 (#52, 53), 473, 530 (#3-6), 545-546, 558-559, 561-565, 571
	TE: Error Prevention 54, Additional Examples 55, 473
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 7. Interpret trends from displayed data.	SE: 495, 496-497, 502, 504-507, 539-543, 547, 548, 567-570, 571, 573 (#10-13, 17-19), 574 (#22), 650-651
	TE: Error Prevention 497, 502, Additional Examples 56

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PO 8. Compare trends in data related to the same investigation.	SE: 495, 496-497, 502, 504-507, 539-543, 547, 548, 567-570, 571, 573 (#10-13, 17-19), 574 (#22), 650-651
	TE: Error Prevention 497, 522, Additional Examples 568
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PO 9. Solve contextual problems using histograms, line graphs of continuous data, double bar graphs, and stem-and-leaf plots.	SE: 209, 289, 309, 532-536, 539-542, 543, 544-547, 548-549, 561-565, 566 (#3), 571-573 (#10-13), 577, 629
	TE: Error Prevention 533, Additional Examples 533-534, 561-562
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Concept 2: Probability	
Understand and apply the basic concepts of probability.	
PO 1. Determine the probability that a specific event will occur in a single stage probability experiment (e.g., Find the probability of drawing a red marble from a bag with 3 red, 5 blue, and 9 black marbles.).	SE: 580-583, 585, 586-589, 598-602, 603, 604-605, 616-617, 618, 629, 652-653
	TE: Error Prevention 581, 587, 599, Additional Examples 599
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 2. Compare probabilities to determine the fairness of a contextual situation (e.g. If John wins when two or greater shows after a six-sided number cube is rolled and Joaquin wins otherwise, is this a fair game?).	SE: 585, 587-589, 596, 597, 605, 616-617, 618, 623-624
	TE: Error Prevention 587, Additional Examples 599
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide

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PO 3. Predict the outcome of a grade-level appropriate probability experiment.	SE: 585, 596, 597, 605, 617, 618, 629
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PO 4. Record the data from performing a grade-level appropriate probability experiment.	SE: 585, 596, 597, 629
	TE: 597
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PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.	SE: 585, 591-595, 596, 597, 600-602, 629
	TE: 593, 601
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PO 6. Make predictions from the results of student-generated experiments using objects (e.g., coins, spinners, number cubes, cards).	SE: 585, 596, 597
	TE: 585
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PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.	SE: 585, 596, 597
	TE: 596

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Concept 3: Discrete Mathematics – Systematic Listing and Counting	
Understand and demonstrate the systematic listing and counting of possible outcomes.	
PO 1. Determine all possible outcomes involving the combination of up to three sets of objects (e.g., How many outfits can be made with 3 pants, 2 tee shirts and 2 pairs of shoes?).	SE: 591-595, 600-602, 606-609, 610-613, 615
	TE: 593, 607
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
	TECH: 607, 613 & Transparencies: Check Skills You'll Need, Additional Examples, Problem of the Day, Classroom Aid, Student Edition Answers, Lesson Quiz, Test-Taking Strategies; Interactive Textbook Online, StudentExpress CD-ROM, Success Tracker, Teacher Express CD-ROM, PresentationExpress CD-ROM, ExamView, MindPoint Quiz Show CD-ROM, www.PHSchool.com
PO 2. Determine all possible arrangements of a given set, using a systematic list, table, tree diagram, or other representation.	SE: 606-609, 610-613, 614, 615
	TE: 608, 611
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Concept 4: Vertex-Edge Graphs	
Understand and apply vertex-edge graphs.	
PO 1. Find the shortest circuit on a map that makes a tour of specified sites (vertex-edge graph).	
Strand 3: Patterns, Algebra, and Functions	
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.	
Concept 1: Patterns	
Identify patterns and apply pattern recognition to reason mathematically.	
PO 1. Communicate a grade-level appropriate recursive pattern, using symbols or numbers.	SE: 419, 441, 442-445, 446-449, 450(#4-9), 466-467, 478 (#9-12), 480 (#1-8), 517 (#33-35), 527 (# 1), 628, 646-647(#4-6, 22)
	TE: Error Prevention 467
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PO 2. Extend a grade-level appropriate recursive pattern.	SE: 441, 442-445, 446-449, 450(#4-9), 466-467, 478 (#9-12), 480 (#1-8), 517 (#33-35), 527 (# 1), 628, 646-647(#4-6, 22)
	TE: Error Prevention 467

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PO 3. Solve grade-level appropriate recursive pattern problems.	SE: 419, 441, 442-445, 446-449, 450(#4-9), 466-467, 478 (#9-12), 480 (#1-8), 517 (#33-35), 527 (# 1), 628, 646-647(#4-6, 22)
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Concept 2: Functions and Relationships	
Describe and model functions and their relationships.	
PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).	SE: 439-440, 441 (#4), 446-449, 451, 452-455, 456-459, 460, 464, 465, 468-470, 471 (# 23, 26), 478-479 (# 8, 14-15), 480 (#8-13, 21-22), 482-483, 491-494, 495-497, 504-507, 527 (#1), 528-529, 565 (#21-28), 628, 646-647(#1-10)
	TE: Error Prevention 457, 497, Additional Examples 457

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Concept 3: Algebraic Representations	
Represent and analyze mathematical situations and structures using algebraic representations.	
PO 1. Evaluate an expression containing two variables by substituting integers for the variable (e.g., $7x + m$, when $x = -4$ and $m = 12$).	SE: 169-173, 191, 194-195, 220 (#6-9), 221 (#1-6), 434, 484
	TE: Additional Examples 170
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 2. Use variables in contextual situations.	SE: 174-177, 178, 179 (#8-20), 180-184, 185, 186-190, 192-193, 194-198, 199, 200-204, 219, 220-221 (# 14-31), 222, (# 14-31), 304-307, 315, 318 (# 8), 468-471, 472-475, 476, 477, 478 (# 22-24), 480 (#15-18, 26-31), 564, 625, 626, 636-637, 646-647
	TE: Error Prevention 181, 187, 193

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PO 3. Translate a written sentence into a one-step, one-variable algebraic equation.	SE: 174-177, 178, 180-184, 186-190, 191, 192-193, 194-198, 200-204, 219, 222 (#7-24)
	TE: 176, 182
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 4. Translate a sentence written in context into an algebraic equation involving one operation.	SE: 174-177, 178, 180-184, 186-190, 191, 192-193, 194-198, 200-204, 219, 222 (#7-24)
	TE: Error Prevention 181, 187, 193, Additional Examples 175, 181, 187, 195, 201
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PO 5. Solve one-step equations using inverse operations with positive rational numbers (e.g., $\frac{2}{3}n = 6$)	SE: 174-177, 178, 179, 180-184, 185, 186-190, 192-193, 194-198, 199, 200-204, 219, 220-221 (# 14-31), 304-307, 472-475, 476, 479(# 22-24), 636-637, 646-647
	TE: Error Prevention 181, 187, 193, Additional Examples 175, 181, 187, 195, 201
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Concept 4: Analysis of Change	
Analyze change in a variable over time and in various contexts.	
PO 1. Analyze change in various linear contextual situations.	SE: 168-172, 173, 443-445, 446-449, 468-471 (Examples 1,2), 477, 478 (# 9-15), 480 (# 8-10, 20), 564, 625, 628, 636-637, 626, 628, 646-647
	TE: Error Prevention 173
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Strand 4: Geometry and Measurement	
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.	
Concept 1: Geometric Properties	
Analyze the attributes and properties of 2- and 3- dimensional shapes and develop mathematical arguments about their relationships.	
PO 1. Draw a geometric figure showing specified properties (e.g., Draw an obtuse triangle.).	SE: 327 (#24-28), 336-339, 340-345, 346-349, 350-353, 358, 361-364, 365, 367 (#22, 23), 370-371, 411-413, 417 (#5-8), 426, 427, 642-643 (#20-23, 30)
	TE: Error Prevention 341, 351, 365, Additional Examples 337, 362, 411
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
	TECH: 256 in SE/TE & Transparencies: Check Skills You'll Need, Additional Examples, Problem of the Day, Classroom Aid, Student Edition Answers, Lesson Quiz, Test-Taking Strategies; Interactive Textbook Online, StudentExpress CD-ROM, Success Tracker, Teacher Express CD-ROM, PresentationExpress CD-ROM, ExamView, MindPoint Quiz Show CD-ROM, www.PHSchool.com
PO 2. Classify 3-dimensional solids by their configuration and properties (e.g., parallelism, perpendicularity and congruency).	SE: 409, 410-413, 414-418, 420, 426, 429 (#16-21), 432-433, 627
	TE: Error Prevention 411, Additional Examples 411, 415

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PO 3. Identify the net (2-dimensional representation) that corresponds to a rectangular prism, cone, or cylinder.	SE: 409, 410-413, 414-418, 426, 429
	TE: 415, 418
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PO 4. Distinguish between length, area, and volume, using 2- and 3-dimensional geometric figures.	SE: 393-397, 398-399, 427, 429 (#11-13), 430 (#7, 8, 14), 374-378, 380-387, 388-392, 398-399, 421-426, 427, 428-429 (#8-13), 430 (#1-8)
	TE: 395, 375, 382, 422
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PO 5. Draw polygons with appropriate labels.	SE: 327 (#24-28), 336-339, 340-345, 346-349, 361-364, 365, 367 (#22, 23), 370-371
	TE: 337, 341, 344
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PO 6. Identify the angles created by two lines and a transversal.	SE: 326, 328
	TE: 326
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PO 7. Recognize the relationship between central angles and intercepted arcs.	SE: 350-353, 355-357, 358, 360, 361-364, 367 (#17-21)
	TE: 356, 358
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PO 8. Identify arcs and chords of a circle.	SE: 350-353, 355-357, 358, 360, 361-364, 367 (#17-21)
	TE: 352, 353
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PO 9. Model the triangle inequality theorem using manipulatives.	SE: 335
	TE: 335
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PO 10. Identify corresponding parts of congruent polygons as congruent.	SE: 346-349, 367 (#16), 368 (#19-26), 642-643 (#11-18)
	TE: 347
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Concept 2: Transformation of Shapes	
Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.	
PO 1. Identify rotations about a point, using pictorial models.	SE: 519-522, 523, 524-525 (#23, 24), 526 (#30-31)
	TE: 520
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PO 2. Recognize simple single rotations, translations or reflections on a coordinate grid.	SE: 509, 510-513, 514-517, 518, 519-522, 525 (#19-22), 526 (#28-32), 527 (#7)
	TE: 511, 515
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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Concept 3: Coordinate Geometry	
Specify and describe spatial relationships using coordinate geometry and other representational systems.	
PO 1. Graph data points in (x, y) form in any quadrant of a coordinate grid.	SE: 486-490, 524, 530 (#11-14), 575
	TE: 488
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PO 2. State the missing coordinate of a given figure in any quadrant of a coordinate grid using geometric properties (e.g., Find the coordinates of the missing vertex of a rectangle when two adjacent sides are drawn.).	SE: 487-489 (Example 3 & #23, 27, 37), 490, 513 (#28), 515-517, 649 (# 20)
	TE: 515, 516

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Concept 4: Measurement - Units of Measure.	
- Geometric Objects	
Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.	
PO 1. Identify the appropriate unit of measure for the volume of an object (e.g., cubic inches or cubic cm).	SE: 374-378, 380-387, 388-392, 393-397, 398-399, 421-426, 427, 428-429 (#8-13), 430 (#1-8)
	TE: 395, 423
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PO 2. Measure to the appropriate degree of accuracy.	SE: 154-157, 161-162, 260, 262, 263, 329-334, 337-339, 372, 397, 427, 484, 624
	TE: 329

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PO 3. Convert a measurement from U.S. customary to metric, and vice versa.	SE: 26-30, 148-153, 161, 236, 667, 669
	TE: 149, 152
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PO 4. Solve problems involving the circumference of a circle.	SE: 393, 394-397, 427, 429 (#11-13), 430 (#7, 8), 644-645 (#11-14)
	TE: 395, 427
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PO 5. Solve problems involving the area of a circle.	SE: 394-397, 398-399, 427, 429 (#11-13), 430 (#7, 8, 14), 644-645 (#8-14, 29-32)
	TE: 396, 427
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PO 6. Solve problems for the areas of parallelograms, triangles, and circles.	SE: 374-378, 379, 380-383, 384-387, 388-393, 398-399, 427, 428-429 (#8-13), 430 (#1-8)
	TE: 376, 385, 429
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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PO 7. Identify polygons having the same perimeter or area.	SE: 645 (#29)
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PO 8. Compare estimated to actual lengths based on scale drawings or maps.	SE: 259-263, 264, 267 (#27, 28), 268 (#33), 270-271, 319 (#15)
	TE: 262, 270
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Strand 5: Structure and Logic	
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.	
Concept 1: Algorithms and Algorithmic Thinking	
Use reasoning to solve mathematical problems in contextual situations	
PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.	SE: xxxiv-xi, 22, 70, 128, 138, 189, 230, 240, 300, 348, 356, 363, 439, 444, 458, 563, 569, 588, 601, 608
	TE: 164-165, 270-271, 432-433

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PO 2. Analyze algorithms for computing with fractions.	SE/TE: 228-235, 238-248, 249-258, 259-265, 269-277, 279-287, 290-297, 298-303, 304-314, 320-321, 369, 398-399, 468-476, 482-483, 549, 554-556, 574, 578, 585-589, 638-641, 643, 652-653
	TE: 270-271, 483
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Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof	
Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.	
PO 1. Solve a logic problem using multiple variables.	SE: 80-81, 116-117, 146-147, 152, 192-193, 224-225, 270-271, 302-303, 320-321, 369, 398-399, 432-433, 466-467, 482-483, 537, 558-559, 575-577
	TE: 117, 399

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