

Prentice Hall Mathematics: Course 1 © 2008
 Correlated to:
 Michigan Grade Level Content Expectations
 (Grade 6)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
NUMBER AND OPERATIONS	
Multiply and divide fractions	
<p>N.MR.06.01 Understand division of fractions as the inverse of multiplication, e.g., if $4/5 \div 2/3 = \blacksquare$, then $2/3 \cdot \blacksquare = 4/5$, so $\blacksquare = 4/5 \cdot 3/2 = 12/10$.</p>	<p>SE/TE: 273, 274 (#2, 4-25), 275 (#27-33), 276 (Check Skills You'll Need #2-5), 277, 278 (#3, 9-18), 279 (#19, 23-26), 281 (Checkpoint Quiz 1 #3-4, 6, 8-9, 11, 14-15), 286 (Movies), 287 (#5), 298 (#14-22), 299 (#23-27), 300 (#11-14, 17), 622 (#9-12, 17-20), 623 (#45-46)</p>
	<p>TR: Print Resources: 6-3, 6-4; Daily Notetaking Guide: 6-3, 6-4; Adapted Daily Notetaking Guide: 6-3, 6-4</p>
	<p>TECH: Calculators; Transparencies: 6-3, 6-4; Interactive Textbook Online: 6-3, 6-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775</p>
<p>N.FL.06.02 Given an applied situation involving dividing fractions, write a mathematical statement to represent the situation.</p>	<p>SE/TE: 273 (Example 3, Quick Check 3), 274 (#23-25), 275 (#30-32), 277 (Example 2), 278 (#18), 279 (#23, 25), 281 (Checkpoint Quiz 1 #14-15), 286 (Movies), 287 (#5), 298 (#22), 299 (#27), 300 (#17), 623 (#45-46)</p>
	<p>TR: Print Resources: 6-3, 6-4; Daily Notetaking Guide: 6-3, 6-4; Adapted Daily Notetaking Guide: 6-3, 6-4</p>
	<p>TECH: Calculators; Transparencies: 6-3, 6-4; Interactive Textbook Online: 6-3, 6-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775</p>
<p>N.MR.06.03 Solve for the unknown in equations such as $1/4 \div \blacksquare = 1$, $3/4 \div \blacksquare = 1/4$, and $1/2 = 1 \cdot \blacksquare$.</p>	<p>SE/TE: 279 (#20-21), 283, 284 (#7, 14-22), 285 (#23-26, 29), 296 (Checkpoint Quiz 2 #1-3), 299 (#29-35), 300 (#18-20, 24), 622 (#27-28), 623 (#47)</p>
	<p>TR: Print Resources: 6-4, 6-5; Daily Notetaking Guide: 6-4, 6-5; Adapted Daily Notetaking Guide: 6-4, 6-5</p>

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Michigan Grade Level Content Expectations
(Grade 6)

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N.FL.06.04 Multiply and divide any two fractions, including mixed numbers, fluently.	SE/TE: 261-262, 263 (#2-22), 264 (#24-28, 30-31), 267-268, 269 (#5-7, 15-23), 270 (#24-30, 32), 272 (Check Skills You'll Need #2-5), 273, 274 (#2, 4-5, 11-25), 275 (#27-33), 276 (Check Skills You'll Need #2-5), 277, 278 (#9-18), 279 (#19-23, 25-26), 281, 282 (Check Skills You'll Need #2-5), 286 (Movies), 287 (#5-6), 292 (Check Skills You'll Need #2-5), 298 (#5-22), 299 (#23-27), 300 (#5-14, 17), 304 (#13-16), 622 (#1-12, 17-20), 623 (#43-46)
	TR: Print Resources: 6-1, 6-2, 6-3, 6-4; Daily Notetaking Guide: 6-1, 6-2, 6-3, 6-4; Adapted Daily Notetaking Guide: 6-1, 6-2, 6-3, 6-4
	TECH: Calculators; Transparencies: 6-1, 6-2, 6-3, 6-4; Interactive Textbook Online: 6-1, 6-2, 6-3, 6-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Represent rational numbers as fractions or decimals	
N.ME.06.05 Order rational numbers and place them on the number line.	SE/TE: 27 (Example 3, Quick Check 3), 28, 29 (#6, 16-22), 30 (#23, 26-27, 30), 43 (Checkpoint Quiz 2 #2), 47 (#37-38), 52 (#8-9), 53 (#30-31), 54 (#11-14), 58 (#1-2), 108 (Check Skills You'll Need #2-3), 156 (#7-10), 191 (#41-42), 193 (Example 3, Quick Check 3), 194 (#24-30), 195 (#36), 197 (#3), 199 (Example 3, Quick Check 3), 200 (#9-11, 28), 205 (#28-30), 206 (#34), 232 (Check Skills You'll Need #2-3), 243 (#35-37), 362 (#2-4), 411 (#4, 6)
	TR: Print Resources: 1-6, 4-8; Daily Notetaking Guide: 1-6, 4-8; Adapted Daily Notetaking Guide: 1-6, 4-8

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N.ME.06.06 Represent rational numbers as fractions or terminating decimals when possible, and translate between these representations.	SE/TE: 90 (#19), 153 (#1), 198, 199 (Example 2, Quick Check 2), 200 (#1-4, 6-8, 12-27, 29), 201 (#34, 37-39), 205 (#31-34), 206 (#36-41), 215 (#35-39), 474 (#13-16), 618 (#47-52, 54-56, 58)
	TR: Print Resources: 4-9; Daily Notetaking Guide: 4-9; Adapted Daily Notetaking Guide: 4-9
	TECH: Calculators; Transparencies: 4-9; Interactive Textbook Online: 4-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
N.ME.06.07 Understand that a fraction or a negative fraction is a quotient of two integers, e.g., $-8/3$ is -8 divided by 3.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 540-541
	TR: Print Resources: 11-7; Daily Notetaking Guide: 11-7; Adapted Daily Notetaking Guide: 11-7
	TECH: Calculators; Transparencies: 11-7; Interactive Textbook Online: 11-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Add and subtract integers and rational numbers	
N.MR.06.08 <i>Understand integer subtraction as the inverse of integer addition. Understand integer division as the inverse of integer multiplication.*</i>	SE/TE: 531, 532 (#3-5, 12-23), 533 (#24-27, 30), 543, 544 (Example 2, Quick Check 2, #2-8), 545 (#9-23, 25-26), 552 (Checkpoint Quiz 2 #1-2, 7-10), 564 (#17-20), 565 (#29-32), 566 (#10-13, 20-21), 632 (#11-12, 17-20), 633 (#37-38, 41)
	TR: Print Resources: 11-4, 11-6; Daily Notetaking Guide: 11-4, 11-6; Adapted Daily Notetaking Guide: 11-4, 11-6

Prentice Hall Mathematics: Course 1 © 2008
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N.FL.06.09 <i>Add and multiply integers between -10 and 10; subtract and divide integers using the related facts. Use the number line and chip models for addition and subtraction. *</i>	SE/TE: 524, 525 (Example 2, Quick Check 2, Examples 3-4), 526 (#5-14), 527 (#26-27, 32), 528 (Checkpoint Quiz 1 #3-4), 529, 530, 531 (#6-11), 534-535, 536 (#6-12, 15-16, 21-22), 537 (#24, 26-27), 540 (Check Skills You'll Need #2), 552 (Checkpoint Quiz 2 #4), 564 (#13-16), 565 (#21-24), 566 (#8, 10, 14-16), 632 (#13-14)
	TR: Print Resources: 11-3, 11-4, 11-5, 11-6; Daily Notetaking Guide: 11-3, 11-4, 11-5, 11-6; Adapted Daily Notetaking Guide: 11-3, 11-4, 11-5, 11-6
	TECH: Calculators; Transparencies: 11-3, 11-4, 11-5, 11-6; Interactive Textbook Online: 11-3, 11-4, 11-5, 11-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
N.FL.06.10 Add, subtract, multiply and divide positive rational numbers fluently.	SE/TE: 32, 33 (Example 3, Quick Check 3), 34 (#1-4, 8-13, 18-28), 38-39, 40 (#10-35), 41 (#36-41, 43, 47-49), 43 (Checkpoint Quiz 2 #6-10, Math Games), 44-45, 46 (#3-23), 47 (#24-32, 34), 53 (#32-45), 54 (#32-41), 217-218, 219 (#1, 5-23), 220 (#24-28, 30), 222-224, 225 (#23-26, 27b, 28, 30-31), 226 (Checkpoint Quiz 1 #5-13), 228-229, 230 (#2-20), 232-233, 234 (More Than One Way, #2-3), 235 (#5-23), 261-262, 263 (#2-22)
	TR: Print Resources: 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4, 11-3, 11-4, 11-5, 11-6; Daily Notetaking Guide: 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4, 11-3, 11-4, 11-5, 11-6; Adapted Daily Notetaking Guide: 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4, 11-3, 11-4, 11-5, 11-6

Prentice Hall Mathematics: Course 1 © 2008
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	TECH: Calculators; Transparencies: 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4, 11-3, 11-4, 11-5, 11-6; Interactive Textbook Online: 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4, 11-3, 11-4, 11-5, 11-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Find equivalent ratios	
N.ME.06.11 Find equivalent ratios by scaling up or scaling down.	SE/TE: 176-177, 178 (#3-23), 179 (#24, 26-27, 29, 31b, 32), 182 (Check Skills You'll Need #2-4), 192 (Check Skills You'll Need #2-5), 195 (#42-45), 205 (#18-19), 206 (#24-25), 236 (#33-36), 307, 308 (#10-21), 309 (#29, 33-34), 312 (Check Skills You'll Need #2-5), 315 (#26-27), 319 (#33), 326, 328 (#4-6), 329 (#24), 335 (Checkpoint Quiz 2 #10), 339 (#38-41), 354 (#9-12), 356 (#6-8, 22), 618 (#23, 25-26, 28), 624 (#1-5), 625 (#38)
	TR: Print Resources: 4-5, 7-1; Daily Notetaking Guide: 4-5, 7-1; Adapted Daily Notetaking Guide: 4-5, 7-1
	TECH: Calculators; Transparencies: 4-5, 7-1; Interactive Textbook Online: 4-5, 7-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Solve decimal, percentage and rational number problems	
N.FL.06.12 Calculate part of a number given the percentage and the number.	SE/TE: 336-338, 339 (#24-28, 34a), 341 (Check Skills You'll Need #2-4), 346 (Top Jobs), 347 (#4-5), 352 (Example 2, #5-8), 355 (#28), 356 (#32-35), 377 (#29-31), 383 (#31-32), 435 (#25-27), 624 (#28-31), 625 (#44)
	TR: Print Resources: 7-7; Daily Notetaking Guide: 7-7; Adapted Daily Notetaking Guide: 7-7

Prentice Hall Mathematics: Course 1 © 2008
Correlated to:
Michigan Grade Level Content Expectations
(Grade 6)

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	TECH: Calculators; Transparencies: 7-7; Interactive Textbook Online: 7-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
N.MR.06.13 Solve contextual problems involving percentages such as sales taxes and tips. *	SE/TE: 336, 337 (Example 3), 338 (#4-5, 18, 22-23), 339 (#24-35), 346 (Top Jobs), 347 (#4-5), 348-349, 350 (#1, 7-19, 20a-20c), 351 (#22-29), 355 (#28), 356 (#35, 37-40), 357 (#14), 452 (#24), 601 (#11), 603 (#45a), 624 (#34-37), 625 (#44, 46)
	TR: Print Resources: 7-7, 7-9; Daily Notetaking Guide: 7-7, 7-9; Adapted Daily Notetaking Guide: 7-7, 7-9
	TECH: Calculators; Transparencies: 7-7, 7-9; Interactive Textbook Online: 7-7, 7-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
N.FL.06.14 For applied situations, estimate the answers to calculations involving operations with rational numbers.	SE/TE: 9 (Example 3, Quick Check 3), 10 (#28-29), 11 (#30, 31a, 32, 36-38), 15 (#36), 33 (Example 2, Quick Check 2, Example 3), 35 (#34, 38), 39 (Example 3), 44 (Example 1), 49 (#3), 54 (#15), 213 (Example 3, Quick Check 3), 214 (#25-26), 215 (#27, 30a, 32), 225 (#27a), 228 (Example 1), 252 (#11), 254 (#8), 266 (Example 1), 269 (#14), 276 (Example 1), 277 (Example 2), 278 (#7-8), 279 (#22), 281 (Checkpoint Quiz 1 #15), 621 (#39)
	TR: Print Resources: 1-2, 1-7, 1-8, 1-9, 5-1, 5-3, 5-4, 6-2, 6-4; Daily Notetaking Guide: 1-2, 1-7, 1-8, 1-9, 5-1, 5-3, 5-4, 6-2, 6-4; Adapted Daily Notetaking Guide: 1-2, 1-7, 1-8, 1-9, 5-1, 5-3, 5-4, 6-2, 6-4
	TECH: Calculators; Transparencies: 1-2, 1-7, 1-8, 1-9, 5-1, 5-3, 5-4, 6-2, 6-4; Interactive Textbook Online: 1-2, 1-7, 1-8, 1-9, 5-1, 5-3, 5-4, 6-2, 6-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775

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 (Grade 6)

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N.FL.06.15 Solve applied problems that use the four operations with appropriate decimal numbers.	SE/TE: 33 (Example 3, Quick Check 3), 34 (#27-28), 35 (#33, 37), 39 (Example 3, Quick Check 3), 40 (#34-35), 41 (#36, 40-41), 43 (Checkpoint Quiz 2 #10), 44 (Example 1), 45, 46 (#22-23), 47 (#24-25, 32, 34), 48 (Activity #1-5), 50 (#5, 7-8), 51 (Example, #1, 4), 54 (#40-41), 55 (#1-4, 6, 8), 56 (#1, 2c-2d), 64 (#26), 69 (#28-29), 92 (#4-7, 9), 116 (#32), 136 (#23), 141 (#38), 145 (Example 2, Quick Check 2), 613 (#44-46)
	TR: Print Resources: 1-7, 1-8, 1-9, 3-8; Daily Notetaking Guide: 1-7, 1-8, 1-9, 3-8; Adapted Daily Notetaking Guide: 1-7, 1-8, 1-9, 3-8
	TECH: Calculators; Transparencies: 1-7, 1-8, 1-9, 3-8; Interactive Textbook Online: 1-7, 1-8, 1-9, 3-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Use exponents	
N.ME.06.16 <i>Understand and use integer exponents, excluding powers of negative bases; express numbers in scientific notation. *</i>	SE/TE: 162, 163 (Example 2, Quick Check 2), 164 (#1-20, 27-28), 165 (#29, 32a, 32c, 33), 170 (Checkpoint Quiz 1 #4, 6), 206 (#17-18), 426 (Check Skills You'll Need #2-5), 444 (Check Skills You'll Need #1-2), 570 (#11-13), 587 (Check Skills You'll Need #2-4), 619 (#60)
	TR: Print Resources: 4-2; Daily Notetaking Guide: 4-2; Adapted Daily Notetaking Guide: 4-2
	TECH: Calculators; Transparencies: 4-2; Interactive Textbook Online: 4-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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Understand rational numbers and their location on the number line	
N.ME.06.17 Locate negative rational numbers (including integers) on the number line; know that numbers and their negatives add to 0, and are on opposite sides and at equal distance from 0 on a number line.	SE/TE: 516, 517 (#3-6), 518 (#33-36)
	TR: Print Resources: 11-1; Daily Notetaking Guide: 11-1; Adapted Daily Notetaking Guide: 11-1
	TECH: Calculators; Transparencies: 11-1; Interactive Textbook Online: 11-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
N.ME.06.18 Understand that rational numbers are quotients of integers (non zero denominators), e.g., a rational number is either a fraction or a negative fraction.	SE/TE: 588 (Example 3, Quick Check 3), 589 (#1, 18-29), 599 (#29-32), 600 (#26-28), 603 (#34b)
	TR: Print Resources: 12-4; Daily Notetaking Guide: 12-4; Adapted Daily Notetaking Guide: 12-4
	TECH: Calculators; Transparencies: 12-4; Interactive Textbook Online: 12-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
N.ME.06.19 Understand that 0 is an integer that is neither negative nor positive.	SE/TE: 516
	TR: Print Resources: 11-1; Daily Notetaking Guide: 11-1; Adapted Daily Notetaking Guide: 11-1
	TECH: Calculators; Transparencies: 11-1; Interactive Textbook Online: 11-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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N.ME.06.20 Know that the absolute value of a number is the value of the number ignoring the sign; or is the distance of the number from 0.	SE/TE: 517 (Example 3, Quick Check 3), 518 (#21-28, 32), 524 (Check Skills You'll Need #2-5), 528 (Checkpoint Quiz 1 #1-2), 564 (#6, 8), 566 (#7), 594 (#23-26)
	TR: Print Resources: 11-1; Daily Notetaking Guide: 11-1; Adapted Daily Notetaking Guide: 11-1
	TECH: Calculators; Transparencies: 11-1; Interactive Textbook Online: 11-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
ALGEBRA	
Calculate rates	
A.PA.06.01 Solve applied problems involving rates, including speed, e.g., if a car is going 50 mph, how far will it go in 3 1/2 hours?	SE/TE: 243 (#32), 312-313, 314 (#2-17), 315 (#18-23, 25), 320 (Example 1), 321 (Example 3, Quick Check 3), 322 (More Than One Way), 323 (#12, 24), 324 (#32, 35-36), 325 (Checkpoint Quiz 1 #2-3, 10), 334 (#54), 347 (#7), 354 (#13-15), 356 (#9-10, 17), 357 (#10, 15), 562 (#24), 594 (#22), 624 (#6-7), 625 (#39)
	TR: Print Resources: 7-2, 7-4; Daily Notetaking Guide: 7-2, 7-4; Adapted Daily Notetaking Guide: 7-2, 7-4
	TECH: Calculators; Transparencies: 7-2, 7-4; Interactive Textbook Online: 7-2, 7-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Understand the coordinate plane	
A.RP.06.02 Plot ordered pairs of integers and use ordered pairs of integers to identify points in all four quadrants of the coordinate plane.	SE/TE: 548-549, 550 (#4-21), 551 (#23-36), 552 (Checkpoint Quiz 2 #11-15), 553, 559, 561 (#4, 7-13), 565 (#33-36, 39-41), 566 (#23-25), 581 (#21), 601 (#10), 632 (#21-28, 33-34), 633 (#42, 44)
	TR: Print Resources: 11-8, 11-10; Daily Notetaking Guide: 11-8, 11-10; Adapted Daily Notetaking Guide: 11-8, 11-10

Prentice Hall Mathematics: Course 1 © 2008
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Use variables, write expressions and equations, and combine like terms	
A.FO.06.03 Use letters, with units, to represent quantities in a variety of contexts, e.g., y lbs., k minutes, x cookies.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 118-120
	TR: Print Resources: 3-3; Daily Notetaking Guide: 3-3; Adapted Daily Notetaking Guide: 3-3
	TECH: Calculators; Transparencies: 3-3; Interactive Textbook Online: 3-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
A.FO.06.04 Distinguish between an algebraic expression and an equation.	SE/TE: 118, 124, 150 (#2, 5)
	TR: Print Resources: 3-3, 3-4; Daily Notetaking Guide: 3-3, 3-4; Adapted Daily Notetaking Guide: 3-3, 3-4
	TECH: Calculators; Transparencies: 3-3, 3-4; Interactive Textbook Online: 3-3, 3-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
A.FO.06.05 Use standard conventions for writing algebraic expressions, e.g., $2x + 1$ means "two times x, plus 1" and $2(x + 1)$ means "two times the quantity (x + 1)."	SE/TE: 118-119, 120 (More Than One Way, #2-6), 121, 122 (#25-30), 123, 127 (#31), 129 (Checkpoint Quiz 1 #7-9), 133 (#31), 141 (#39), 150 (#12-14), 151 (#10-11, 14-16), 153 (#5), 165 (#38), 243 (#34), 357 (#3), 383 (#27), 522 (#28), 594 (#21), 616 (#9-12), 617 (#35)
	TR: Print Resources: 3-3; Daily Notetaking Guide: 3-3; Adapted Daily Notetaking Guide: 3-3

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A.FO.06.06 Represent information given in words using algebraic expressions and equations.	SE/TE: 118, 119 (Example 2, Quick Check 2), 120 (More Than One Way, #2-6), 121 (#7-16, 23-24), 122 (#25-30), 127 (#31), 129 (Checkpoint Quiz 1 #7-9), 131, 132 (#18-20), 133 (#21, 23), 135 (Example 2, Quick Check 2, #2), 136 (#18-20), 137 (Checkpoint Quiz 2 #9), 139 (Example 2, Quick Check 2), 140 (#17), 141 (#29, 37), 142 (Around the World), 150 (#12-14), 152 (#14-16), 241 (Example 3), 242 (#24-25), 282 (Example 3), 284 (#20-21), 285 (#26-28), 617 (#35, 37-38)
	TR: Print Resources: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5; Daily Notetaking Guide: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5; Adapted Daily Notetaking Guide: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5
	TECH: Calculators; Transparencies: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5; Interactive Textbook Online: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
A.FO.06.07 Simplify expressions of the first degree by combining like terms, and evaluate using specific values.	SE/TE: 114, 115 (#3-6, 15-24), 116 (#25-26, 28), 118 (Check Skills You'll Need #2-5), 129 (Checkpoint Quiz 1 #7-9), 150 (#9-11), 152 (#7-9), 153 (#8), 161 (#38-41), 264 (#24-27), 270 (#24-27), 275 (#27-29), 279 (#26), 344 (#22-25), 497 (#26-28), 558 (Check Skills You'll Need #2-5), 567 (#1), 602 (#31), 616 (#5-8), 617 (#34)
	TR: Print Resources: 3-2, 6-1, 6-2, 6-3, 6-4; Daily Notetaking Guide: 3-2, 6-1, 6-2, 6-3, 6-4; Adapted Daily Notetaking Guide: 3-2, 6-1, 6-2, 6-3, 6-4

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Represent linear functions using tables, equations, and graphs	
A.RP.06.08 Understand that relationships between quantities can be suggested by graphs and tables.	SE/TE: 114 (Example 3), 115 (#20-23), 558-560, 561 (#4-13), 561 (#16-17, 19-22), 565 (#39-41), 566 (#27), 586 (#1b, 2b, 3a), 594 (#21), 632 (#33-34), 633 (#44)
	TR: Print Resources: 3-2, 11-10; Daily Notetaking Guide: 3-2, 11-10; Adapted Daily Notetaking Guide: 3-2, 11-10
	TECH: Calculators; Transparencies: 3-2, 11-10; Interactive Textbook Online: 3-2, 11-10; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
A.PA.06.09 <i>Solve problems involving linear functions whose input values are integers; write the equation; graph the resulting ordered pairs of integers, e.g., given c chairs, the "leg function" is $4c$; if you have 5 chairs, how many legs?; if you have 12 legs, how many chairs?*</i>	SE/TE: 560, 561 (#14-15), 562 (#18)
	TR: Print Resources: 11-10; Daily Notetaking Guide: 11-10; Adapted Daily Notetaking Guide: 11-10
	TECH: Calculators; Transparencies: 11-10; Interactive Textbook Online: 11-10; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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Correlated to:
Michigan Grade Level Content Expectations
(Grade 6)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
A.RP.06.10 Represent simple relationships between quantities using verbal descriptions, formulas or equations, tables, and graphs, e.g., perimeter-side relationship for a square, distance-time graphs, and conversions such as feet to inches.	SE/TE: 191 (#40), 558-559, 560 (#3-14), 561 (#16-17, 22), 565 (#39-41), 566 (#27), 576 (#29-30), 632 (#33-34), 633 (#44)
	TR: Print Resources: 11-10; Daily Notetaking Guide: 11-10; Adapted Daily Notetaking Guide: 11-10
	TECH: Calculators; Transparencies: 11-10; Interactive Textbook Online: 11-10; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Solve equations	
A.FO.06.11 <i>Relate simple linear equations with integer coefficients, e.g., $3x = 8$ or $x + 5 = 10$, to particular contexts and solve. *</i>	SE/TE: 131, 132 (#18-20), 133 (#21, 23), 135 (Example 2, Quick Check 2, #2), 136 (#18-20), 137 (Checkpoint Quiz 2 #9), 139 (Example 2), 140 (#17, 27), 141 (#28, 37), 143 (#4c, 5, 7-8), 544 (Example 2), 545 (#22), 552 (Checkpoint Quiz 2 #10), 617 (#37-39), 633 (#41)
	TR: Print Resources: 3-5, 3-6, 3-7, 11-7; Daily Notetaking Guide: 3-5, 3-6, 3-7, 11-7; Adapted Daily Notetaking Guide: 3-5, 3-6, 3-7, 11-7
	TECH: Calculators; Transparencies: 3-5, 3-6, 3-7, 11-7; Interactive Textbook Online: 3-5, 3-6, 3-7, 11-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
A.FO.06.12 Understand that adding or subtracting the same number to both sides of an equation creates a new equation that has the same solution.	SE/TE: 130-131, 132 (#6-20), 133 (#21, 22b, 23-30), 134, 135 (Example 2, Quick Check 2, #3-5), 136 (#6-20), 137 (Checkpoint Quiz 2 #1-9), 142 (Around the World), 143 (#4c, 8), 151 (#21-24), 152 (#22-23), 153 (#7), 240-242, 243 (#26-28, 30), 244 (Carpentry), 245 (#5, 10), 250 (#31-33), 255 (#10), 357 (#8), 360 (#5-10), 582 (Check Skills You'll Need #2-3), 601 (#7), 616 (#21-24), 617 (#37-38), 620 (#25-32)

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Correlated to:
Michigan Grade Level Content Expectations
(Grade 6)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: Print Resources: 3-5, 3-6, 5-6, 11-7; Daily Notetaking Guide: 3-5, 3-6, 5-6, 11-7; Adapted Daily Notetaking Guide: 3-5, 3-6, 5-6, 11-7
	TECH: Calculators; Transparencies: 3-5, 3-6, 5-6, 11-7; Interactive Textbook Online: 3-5, 3-6, 5-6, 11-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
A.FO.06.13 Understand that multiplying or dividing both sides of an equation by the same non-zero number creates a new equation that has the same solutions.	SE/TE: 138-139, 140 (#6-27), 141 (#28-35), 143 (#5-7), 151 (#26-31), 152 (#24-25), 153 (#11), 158 (Check Skills You'll Need #2-4), 258 (#1-6), 282-283, 284 (#5-22), 285 (#23-29), 296 (Checkpoint Quiz 2 #1-4), 299 (#28-35), 300 (#18-21), 304 (#1-4), 514 (#5-10), 543 (Check Skills You'll Need #4-5, Example 1b, Quick Check 1b-1c), 544 (Example 2, Quick Check 2, #4, 6-7), 545 (#15-20, 23, 25-26), 552 (Checkpoint Quiz 2 #9), 572 (Check Skills You'll Need #2-5), 616 (#25-28), 617 (#39), 622 (#21-28)
	TR: Print Resources: 3-7, 6-5, 11-7; Daily Notetaking Guide: 3-7, 6-5, 11-7; Adapted Daily Notetaking Guide: 3-7, 6-5, 11-7
	TECH: Calculators; Transparencies: 3-7, 6-5, 11-7; Interactive Textbook Online: 3-7, 6-5, 11-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
A.FO.06.14 Solve equations of the form $ax + b = c$, e.g., $3x + 8 = 15$ by hand for positive integer coefficients less than 20, use calculators otherwise, and interpret the results.	SE/TE: 572-573, 574 (More Than One Way, #4-5), 575 (#6-24), 576 (#27-28, 31), 585 (Checkpoint Quiz 1 #1-3), 598 (#6-8), 600 (#1-4), 602 (#28), 603 (#38), 634 (#26-27)
	TR: Print Resources: 12-1; Daily Notetaking Guide: 12-1; Adapted Daily Notetaking Guide: 12-1

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 Correlated to:
 Michigan Grade Level Content Expectations
 (Grade 6)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TECH: Calculators; Transparencies: 12-1; Interactive Textbook Online: 12-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
MEASUREMENT	
Convert within measurement systems	
M.UN.06.01 Convert between basic units of measurement within a single measurement system, e.g., square inches to square feet.	SE/TE: 161 (#37), 292, 293 (Example 2, Quick Check 2), 294 (#5-20, 25-26), 295 (#31-32, 34), 299 (#38-41), 300 (#26-27), 309 (#36), 414 (#3-5), 421-422, 423 (#6-25), 424 (#26-33, 35-36, 39), 436 (Checkpoint Quiz 1 #3-8), 452 (#23), 468 (#4-6), 470 (#6-10), 567 (#12), 622 (#35-42), 623 (#50-51), 628 (#4-7), 629 (#25)
	TR: Print Resources: 6-7, 9-2; Daily Notetaking Guide: 6-7, 9-2; Adapted Daily Notetaking Guide: 6-7, 9-2
	TECH: Calculators; Transparencies: 6-7, 9-2; Interactive Textbook Online: 6-7, 9-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Find volume and surface area	
M.PS.06.02 Draw patterns (of faces) for a cube and rectangular prism that, when cut, will cover the solid exactly (nets).	SE/TE: 453 (Quick Check 1), 454 (Example 2), 455 (#5, 14)
	TR: Print Resources: 9-8; Daily Notetaking Guide: 9-8; Adapted Daily Notetaking Guide: 9-8
	TECH: Calculators; Transparencies: 9-8; Interactive Textbook Online: 9-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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Correlated to:
Michigan Grade Level Content Expectations
(Grade 6)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
M.TE.06.03 Compute the volume and surface area of cubes and rectangular prisms given the lengths of their sides, using formulas.	SE/TE: 454 (Example 2, Quick Check 2, #2-3), 455 (#7, 9-11, 13-14), 456 (#18-20), 457 (#1, 5, 7), 458, 459 (Example 2, Quick Check 2, #3-7), 460 (#8-11, 13-16), 461 (Checkpoint Quiz 2 #6-7), 466 (#23), 469 (#18-19), 470 (#23), 473 (#5a), 503 (#28-29), 537 (#34-35), 567 (#10), 628 (#22-23), 629 (#31-32)
	TR: Print Resources: 9-8, 9-9; Daily Notetaking Guide: 9-8, 9-9; Adapted Daily Notetaking Guide: 9-8, 9-9
	TECH: Calculators; Transparencies: 9-8, 9-9; Interactive Textbook Online: 9-8, 9-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
GEOMETRY	
Understand and apply basic properties	
G.GS.06.01 Understand and apply basic properties of lines, angles, and triangles, including:	
<ul style="list-style-type: none"> • triangle inequality 	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 380-381
	TR: Print Resources: 8-4; Daily Notetaking Guide: 8-4; Adapted Daily Notetaking Guide: 8-4
	TECH: Calculators; Transparencies: 8-4; Interactive Textbook Online: 8-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
<ul style="list-style-type: none"> • relationships of vertical angles, complementary angles, supplementary angles 	SE/TE: 374-375, 376 (#1, 3-19), 377 (#20-26), 379 (Checkpoint Quiz 1 #7-10), 409 (#8, 10), 410 (#6-7), 411 (#9), 419 (#41-44), 626 (#9-13), 627 (#27)
	TR: Print Resources: 8-3; Daily Notetaking Guide: 8-3; Adapted Daily Notetaking Guide: 8-3

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Correlated to:
Michigan Grade Level Content Expectations
(Grade 6)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TECH: Calculators; Transparencies: 8-3; Interactive Textbook Online: 8-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
• congruence of corresponding and alternate interior angles when parallel lines are cut by a transversal, and that such congruencies imply parallel lines	SE/TE: 378
	TR: Print Resources: 8-3; Daily Notetaking Guide: 8-3; Adapted Daily Notetaking Guide: 8-3
	TECH: Calculators; Transparencies: 8-3; Interactive Textbook Online: 8-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
• locate interior and exterior angles of any triangle, and use the property that an exterior angle of a triangle is equal to the sum of the remote (opposite) interior angles	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 380-381
	TR: Print Resources: 8-4; Daily Notetaking Guide: 8-4; Adapted Daily Notetaking Guide: 8-4
	TECH: Calculators; Transparencies: 8-4; Interactive Textbook Online: 8-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
• know that the sum of the exterior angles of a convex polygon is 360° .	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 385, 388 (Example 4, Quick Check 4)
	TR: Print Resources: 8-5; Daily Notetaking Guide: 8-5; Adapted Daily Notetaking Guide: 8-5
	TECH: Calculators; Transparencies: 8-5; Interactive Textbook Online: 8-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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Correlated to:
Michigan Grade Level Content Expectations
(Grade 6)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Understand the concept of congruence and basic transformations	
G.GS.06.02 Understand that for polygons, congruence means corresponding sides and angles have equal measures.	SE/TE: 392, 394 (#3-7, 15), 395 (#19-20), 398 (Check Skills You'll Need #2-3), 409 (#15-16), 410 (#17), 491 (#28-30)
	TR: Print Resources: 8-6; Daily Notetaking Guide: 8-6; Adapted Daily Notetaking Guide: 8-6
	TECH: Calculators; Transparencies: 8-6; Interactive Textbook Online: 8-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
G.TR.06.03 Understand the basic rigid motions in the plane (reflections, rotations, translations), relate these to congruence, and apply them to solve problems.	SE/TE: 402-404, 405 (#16-24), 409 (#17), 410 (#20-22), 626 (#24), 627 (#34)
	TR: Print Resources: 8-8; Daily Notetaking Guide: 8-8; Adapted Daily Notetaking Guide: 8-8
	TECH: Calculators; Transparencies: 8-8; Interactive Textbook Online: 8-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
G.TR.06.04 Understand and use simple compositions of basic rigid transformations, e.g., a translation followed by a reflection.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 402-403
	TR: Print Resources: 8-8; Daily Notetaking Guide: 8-8; Adapted Daily Notetaking Guide: 8-8
	TECH: Calculators; Transparencies: 8-8; Interactive Textbook Online: 8-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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 Correlated to:
 Michigan Grade Level Content Expectations
 (Grade 6)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Construct geometric shapes	
G.SR.06.05 Use paper folding to perform basic geometric constructions of perpendicular lines, midpoints of line segments and angle bisectors; justify informally	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 371 (#27), 372-373
	TR: Print Resources: 8-2; Daily Notetaking Guide: 8-2; Adapted Daily Notetaking Guide: 8-2
	TECH: Calculators; Transparencies: 8-2; Interactive Textbook Online: 8-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
DATA AND PROBABILITY	
Understand the concept of probability and solve problems	
D.PR.06.01 Express probabilities as fractions, decimals, or percentages between 0 and 1; know that 0 probability means an event will not occur and that probability 1 means an event will occur.	SE/TE: 482-483, 484 (Example 3, Quick Check 3, #4-6), 485 (#7-16, 18), 486 (#19-25, 27, 29), 487 (Checkpoint Quiz 1 #4-12), 488, 490 (#2-10, 14), 491 (#15, 17-23, 24a, 26), 492 (#1, 3, 5), 497 (#20-22), 498 (Example, #1d, 3b), 499 (Checkpoint Quiz 2 #1-5), 501, 502 (#2, 7-17), 503 (#18-22, 24-26), 504 (Example, #1-7), 505 (A Close Vote), 506 (#4-7), 508 (#6-8), 509 (#10-12, 17-19), 510 (#2-4, 5a-5b, 7-11, 13-15), 511 (#2, 4-5), 512 (#4a), 581 (#24), 630 (#3-8, 16-18)
	TR: Print Resources: 10-2, 10-3, 10-4, 10-5; Daily Notetaking Guide: 10-2, 10-3, 10-4, 10-5; Adapted Daily Notetaking Guide: 10-2, 10-3, 10-4, 10-5
	TECH: Calculators; Transparencies: 10-2, 10-3, 10-4, 10-5; Interactive Textbook Online: 10-2, 10-3, 10-4, 10-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

Prentice Hall Mathematics: Course 1 © 2008
Correlated to:
Michigan Grade Level Content Expectations
(Grade 6)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p>D.PR.06.02 Compute probabilities of events from simple experiments with equally likely outcomes, e.g., tossing dice, flipping coins, spinning spinners, by listing all possibilities and finding the fraction that meets given conditions.</p>	<p>SE/TE: 482, 483 (Example 1, Quick Check 1-2), 484 (#4-6), 485 (#7-10, 13-15), 486 (#19-25, 27, 29), 487 (Checkpoint Quiz 1 #4-12), 508 (#6-8), 510 (#4), 630 (#3-6)</p>
	<p>TR: Print Resources: 10-2; Daily Notetaking Guide: 10-2; Adapted Daily Notetaking Guide: 10-2</p>
	<p>TECH: Calculators; Transparencies: 10-2; Interactive Textbook Online: 10-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775</p>