

Prentice Hall Mathematics: Course 2 © 2008  
 Correlated to:  
 Michigan Grade Level Content Expectations  
 (Grade 7)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>NUMBER AND OPERATIONS</b>	
<b>Understand derived quantities</b>	
<b>N.MR.07.02</b> Solve problems involving derived quantities such as density, velocity, and weighted averages. *	<b>SE/TE:</b> 7 (#33), 14 (Example 1), 16 (#29), 17 (#41), 18 (Checkpoint Quiz 1 #14), 191 (Checkpoint Quiz 1 #10), 198 (#38-40, 42), 203 (#30-32), 204 (#42), 232-233, 234 (#2-21), 235 (#22-27, 29-30), 237 (Checkpoint Quiz 1 #6-10), 242, 244, 247 (#6-10), 248 (#40), 266 (#12-15), 267 (#16-17), 268 (#9-11), 307 (#32-33), 357 (#21), 480 (#31), 638 (#6-14), 639 (#34-35)
	<b>TR:</b> Print Resources: 1-3, 4-5, 4-6, 5-2, 5-4; Daily Notetaking Guide: 1-3, 5-2, 5-4; Adapted Daily Notetaking Guide: 1-3, 5-2, 5-4
	<b>TECH:</b> Calculators; Transparencies: 1-3, 5-2, 5-4; Interactive Textbook Online: 1-3, 5-2, 5-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>Understand and solve problems involving rates, ratios, and proportions</b>	
<b>N.FL.07.03</b> Calculate rates of change including speed.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 498-499
	<b>TR:</b> Print Resources: 10-3; Daily Notetaking Guide: 10-3; Adapted Daily Notetaking Guide: 10-3
	<b>TECH:</b> Calculators; Transparencies: 10-3; Interactive Textbook Online: 10-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>N.MR.07.04</b> Convert ratio quantities between different systems of units, such as feet per second to miles per hour.	<b>SE/TE:</b> 234 (#20), 235 (#26)
	<b>TR:</b> Print Resources: 5-2; Daily Notetaking Guide: 5-2; Adapted Daily Notetaking Guide: 5-2

**Prentice Hall Mathematics: Course 2 © 2008**  
**Correlated to:**  
**Michigan Grade Level Content Expectations**  
**(Grade 7)**

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TECH:</b> Calculators; Transparencies: 5-2; Interactive Textbook Online: 5-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>N.FL.07.05</b> <i>Solve proportion problems using such methods as unit rate, scaling, finding equivalent fractions, and solving the proportion equation <math>a/b = c/d</math>; know how to see patterns about proportional situations in tables. *</i>	<b>SE/TE:</b> 232, 233 (Example 3, Quick Check 3), 234 (#2-9, 14-21), 235 (#22-26, 27a, 29-30), 237 (Checkpoint Quiz 1 #6-10), 238-239, 240 (#3-29), 241 (#30-33, 35-40), 244-245, 246 (More Than One Way, #3-5), 247, 248 (#31-41), 249 (Muscles), 250, 252-253, 254 (#6-7, 10-13), 255 (#14-17, 19-21), 257 (Checkpoint Quiz 2 #1-6, 9-10), 259-260, 261 (Example 4, Quick Check 4, #4-5), 262, 263 (#22-27), 264 (#2-5), 265, 266 (#6-10, 12-15)
	<b>TR:</b> Print Resources: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6; Daily Notetaking Guide: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6; Adapted Daily Notetaking Guide: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6
	<b>TECH:</b> Calculators; Transparencies: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6; Interactive Textbook Online: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>Recognize irrational numbers</b>	
<b>N.MR.07.06</b> Understand the concept of square root and cube root, and estimate using calculators.	<b>SE/TE:</b> 400, 401 (Example 2, Quick Check 2), 402 (#1, 6-21, 30-31, 33), 403 (#45, 47), 405 (Check Skills You'll Need #2-5), 420 (Checkpoint Quiz 2 #1-2, Math Games), 429 (#14), 430 (#9-21), 644 (#15-20)
	<b>TR:</b> Print Resources: 8-6; Daily Notetaking Guide: 8-6; Adapted Daily Notetaking Guide: 8-6
	<b>TECH:</b> Calculators; Transparencies: 8-6; Interactive Textbook Online: 8-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775

**Prentice Hall Mathematics: Course 2 © 2008**  
**Correlated to:**  
**Michigan Grade Level Content Expectations**  
**(Grade 7)**

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>Compute with rational numbers</b>	
<b>N.FL.07.07</b> Solve problems involving operations with integers.	<b>SE/TE:</b> 38-40, 41 (#2, 4-27), 42 (#28-32, 37), 43, 44-45, 46 (#3-30), 47 (#31-33, 35, 37), 51 (#38-41), 61 (#23-26), 62 (#32-37), 66 (#11-14), 71 (#44-47), 94 (#45-47), 118 (#1-8), 166 (#5-8), 177 (#40-42), 442 (Check Skills You'll Need #2-5), 630 (#25-36), 631 (#52-53)
	<b>TR:</b> Print Resources: 1-7, 1-8; Daily Notetaking Guide: 1-7, 1-8; Adapted Daily Notetaking Guide: 1-7, 1-8
	<b>TECH:</b> Calculators; Transparencies: 1-7, 1-8; Interactive Textbook Online: 1-7, 1-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>N.FL.07.08</b> <i>Add, subtract, multiply, and divide positive and negative rational numbers fluently. *</i>	<b>SE/TE:</b> 8-9, 10 (#3-33), 14-15, 16 (#2, 4-32), 17 (#33-36, 38-39, 41, 43-47), 18 (Checkpoint Quiz 1 #5-15), 20-21, 22 (#3-26), 23 (#27-34, 37-38, 40-43), 38-40, 41 (#2, 4-27), 42 (#28-32, 37), 43, 44-45, 46 (#3-30), 47 (#31-33, 35, 37), 126-127, 128 (#6-36), 130-131, 132 (#9-23), 134 (Checkpoint Quiz 1 #4-10), 136-137, 138 (#7-33), 141-142, 143 (More Than One Way, #6-8)
	<b>TR:</b> Print Resources: 1-2, 1-3, 1-4, 1-7, 1-8, 3-2, 3-3, 3-4, 3-5; Daily Notetaking Guide: 1-2, 1-3, 1-4, 1-7, 1-8, 3-2, 3-3, 3-4, 3-5; Adapted Daily Notetaking Guide: 1-2, 1-3, 1-4, 1-7, 1-8, 3-2, 3-3, 3-4, 3-5
	<b>TECH:</b> Calculators; Transparencies: 1-2, 1-3, 1-4, 1-7, 1-8, 3-2, 3-3, 3-4, 3-5; Interactive Textbook Online: 1-2, 1-3, 1-4, 1-7, 1-8, 3-2, 3-3, 3-4, 3-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775

Prentice Hall Mathematics: Course 2 © 2008  
 Correlated to:  
 Michigan Grade Level Content Expectations  
 (Grade 7)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>N.FL.07.09</b> Estimate results of computations with rational numbers.	<b>SE/TE:</b> 4-5, 6 (#6-25), 7 (#28-30, 32-35), 8 (Example 1), 11 (#38), 14, 16 (#11-19), 18 (Checkpoint Quiz 1 #1-4), 20 (Check Skills You'll Need #2-4), 21 (Example 2), 60 (#6-9), 62 (#1-5, 11), 63 (#2), 120-121, 122 (#11-33), 123 (#35-39, 41-42, 44), 126 (Example 1), 127 (Example 2-3), 130 (Example 1), 131 (Example 2-3), 134 (Checkpoint Quiz 1 #1-3), 137 (Example 3), 139 (#47-49), 142 (Example 3), 144 (#36)
	<b>TR:</b> Print Resources: 1-1, 1-2, 1-3, 1-4, 3-1, 3-2, 3-3, 3-4, 3-5; Daily Notetaking Guide: 1-1, 1-2, 1-3, 1-4, 3-1, 3-2, 3-3, 3-4, 3-5; Adapted Daily Notetaking Guide: 1-1, 1-2, 1-3, 1-4, 3-1, 3-2, 3-3, 3-4, 3-5
	<b>TECH:</b> Calculators; Transparencies: 1-1, 1-2, 1-3, 1-4, 3-1, 3-2, 3-3, 3-4, 3-5; Interactive Textbook Online: 1-1, 1-2, 1-3, 1-4, 3-1, 3-2, 3-3, 3-4, 3-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code are-0775
<b>ALGEBRA</b>	
<b>Understand and apply directly proportional relationships and relate to linear</b>	
<b>A.PA.07.01</b> <i>Recognize when information given in a table, graph, or formula suggests a directly proportional or linear relationship. *</i>	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 446, 447 (Example 3, Quick Check 3), 448 (#5-20), 449 (#21-27), 450 (Checkpoint Quiz 1 #1, 9), 452-453, 454 (#4-21), 455 (#22-23, 24a, 25-28), 456, 457 (Example 2, Quick Check 2, #3), 458 (#4-12), 459 (#14-18, 20a, 20d, 21-22), 462 (Example 3), 463 (#4, 7-9), 465 (Checkpoint Quiz 2 #1-4), 471 (#32), 475 (#32), 478 (#6-7, 12), 479 (#13-16), 480 (#8a, 9-14, 20-21), 492, 493 (#1-3, 22-35), 494 (#40, 42), 503 (Checkpoint Quiz 1 #4-8), 506 (#1)

**Prentice Hall Mathematics: Course 2 © 2008**  
**Correlated to:**  
**Michigan Grade Level Content Expectations**  
**(Grade 7)**

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TR:</b> Print Resources: 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4; Daily Notetaking Guide: 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4; Adapted Daily Notetaking Guide: 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4
	<b>TECH:</b> Calculators; Transparencies: 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4; Interactive Textbook Online: 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>A.RP.07.02</b> Represent directly proportional and linear relationships using verbal descriptions, tables, graphs, and formulas, and translate among these representations.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 446, 447 (Example 3, Quick Check 3), 448 (#5-11, 13-20), 449 (#21-24, 26-27), 450 (Checkpoint Quiz 1 #1, 9), 452-453, 454 (#4-21), 455 (#22-23, 24a, 25-26), 456, 457 (Example 2, Quick Check 2, #3), 458 (#4-12), 459 (#14-18, 20a, 20d, 22), 462 (Example 3), 463 (#4, 7-9), 465 (Checkpoint Quiz 2 #1-4), 471 (#32), 475 (#32), 478 (#6-7, 12), 479 (#13-16), 480 (#9-14, 20-21), 492, 493 (#1-3, 22-35), 494 (#40, 42), 503 (Checkpoint Quiz 1 #4-8)
	<b>TR:</b> Print Resources: 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4; Daily Notetaking Guide: 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4; Adapted Daily Notetaking Guide: 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4
	<b>TECH:</b> Calculators; Transparencies: 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4; Interactive Textbook Online: 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775

**Prentice Hall Mathematics: Course 2 © 2008**  
**Correlated to:**  
**Michigan Grade Level Content Expectations**  
**(Grade 7)**

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>A.PA.07.03</b> <i>Given a directly proportional or other linear situation, graph and interpret the slope and intercept(s) in terms of the original situation; evaluate <math>y = mx + b</math> for specific <math>x</math> values, e.g., weight vs. volume of water, base cost plus cost per unit. *</i>	<b>SE/TE:</b> 491, 493 (#34-35), 494 (#40), 496 (Jobs), 497 (#3), 501 (#19), 503 (Checkpoint Quiz 1 #7), 526 (#23), 649 (#21-22)
	<b>TR:</b> Print Resources: 10-2, 10-3; Daily Notetaking Guide: 10-2, 10-3; Adapted Daily Notetaking Guide: 10-2, 10-3
	<b>TECH:</b> Calculators; Transparencies: 10-2, 10-3; Interactive Textbook Online: 10-2, 10-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>A.PA.07.04</b> For directly proportional or linear situations, solve applied problems using graphs and equations, e.g., the heights and volume of a container with uniform cross-section; height of water in a tank being filled at a constant rate; degrees Celsius and degrees Fahrenheit; distance and time under constant speed.	<b>SE/TE:</b> 454 (#20), 455 (#24b-24c), 457 (Example 2, Quick Check 2), 458 (#6-9), 459 (#20c), 480 (#30), 493 (#34-35), 494 (#40), 496 (Jobs), 497 (#3), 649 (#21-22)
	<b>TR:</b> Print Resources: 9-4, 9-5, 10-2; Daily Notetaking Guide: 9-4, 9-5, 10-2; Adapted Daily Notetaking Guide: 9-4, 9-5, 10-2
	<b>TECH:</b> Calculators; Transparencies: 9-4, 9-5, 10-2; Interactive Textbook Online: 9-4, 9-5, 10-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>A.PA.07.05</b> <i>Recognize and use directly proportional relationships of the form <math>y = mx</math>, and distinguish from linear relationships of the form <math>y = mx + b</math>, <math>b</math> non-zero; understand that in a directly proportional relationship between two quantities one quantity is a constant multiple of the other quantity. *</i>	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 491-492, 498-499

Prentice Hall Mathematics: Course 2 © 2008  
 Correlated to:  
 Michigan Grade Level Content Expectations  
 (Grade 7)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TR:</b> Print Resources: 10-2, 10-3; Daily Notetaking Guide: 10-2, 10-3; Adapted Daily Notetaking Guide: 10-2, 10-3
	<b>TECH:</b> Calculators; Transparencies: 10-2, 10-3; Interactive Textbook Online: 10-2, 10-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>Understand and represent linear functions</b>	
<b>A.PA.07.06</b> Calculate the slope from the graph of a linear function as the ratio of "rise/run" for a pair of points on the graph, and express the answer as a fraction and a decimal; under-stand that linear functions have slope that is a constant rate of change.	<b>SE/TE:</b> 498, 499 (Example 2), 500 (#3, 5-7, 9), 501 (#14-16), 503 (Checkpoint Quiz 1 #8), 526 (#15-18), 648 (#4-6), 649 (#23)
	<b>TR:</b> Print Resources: 10-3; Daily Notetaking Guide: 10-3; Adapted Daily Notetaking Guide: 10-3
	<b>TECH:</b> Calculators; Transparencies: 10-3; Interactive Textbook Online: 10-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>A.PA.07.07</b> Represent linear functions in the form $y = x + b$ , $y = mx$ , and $y = mx + b$ , and graph, interpreting slope and y-intercept.	<b>SE/TE:</b> 452, 453 (Example 2, Quick Check 2), 454 (#4-11, 20-21), 455 (#22-23, 24a, 26), 456, 457 (Example 2, Quick Check 2), 458 (#6-8), 459 (#14b, 15-18, 20a, 20d), 460 (Example, #1-6), 465 (Checkpoint Quiz 2 #1-4), 479 (#14-16), 480 (#11-14, 21), 492, 493 (#3, 22-35), 494 (#42), 503 (Checkpoint Quiz 1 #7), 526 (#11-14, 23), 527 (#1), 646 (#7-12, 647 (#24), 649 (#21-22)
	<b>TR:</b> Print Resources: 9-4, 9-5, 10-2; Daily Notetaking Guide: 9-4, 9-5, 10-2; Adapted Daily Notetaking Guide: 9-4, 9-5, 10-2

Prentice Hall Mathematics: Course 2 © 2008  
 Correlated to:  
 Michigan Grade Level Content Expectations  
 (Grade 7)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TECH:</b> Calculators; Transparencies: 9-4, 9-5, 10-2; Interactive Textbook Online: 9-4, 9-5, 10-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>A.FO.07.08</b> Find and interpret the $x$ and/or $y$ intercepts of a linear equation or function. Know that the solution to a linear equation of the form $ax+b=0$ corresponds to the point at which the graph of $y=ax+b$ crosses the $x$ axis. *	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 491-492
	<b>TR:</b> Print Resources: 10-2; Daily Notetaking Guide: 10-2; Adapted Daily Notetaking Guide: 10-2
	<b>TECH:</b> Calculators; Transparencies: 10-2; Interactive Textbook Online: 10-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>Understand and solve problems about inversely proportional relationships</b>	
<b>A.PA.07.09</b> Recognize inversely proportional relationships in contextual situations; know that quantities are inversely proportional if their product is constant, e.g., the length and width of a rectangle with fixed area, and that an inversely proportional relationship is of the form $y = k/x$ where $k$ is some non-zero number.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 504-505
	<b>TR:</b> Print Resources: 10-4; Daily Notetaking Guide: 10-4; Adapted Daily Notetaking Guide: 10-4
	<b>TECH:</b> Calculators; Transparencies: 10-4; Interactive Textbook Online: 10-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>A.RP.07.10</b> Know that the graph of $y = k/x$ is not a line, know its shape, and know that it crosses neither the $x$ nor the $y$ -axis.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 504-505



Prentice Hall Mathematics: Course 2 © 2008  
 Correlated to:  
 Michigan Grade Level Content Expectations  
 (Grade 7)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TR:</b> Print Resources: 10-4; Daily Notetaking Guide: 10-4; Adapted Daily Notetaking Guide: 10-4
	<b>TECH:</b> Calculators; Transparencies: 10-4; Interactive Textbook Online: 10-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>Apply basic properties of real numbers in algebraic contexts</b>	
<b>A.PA.07.11</b> Understand and use basic properties of real numbers: additive and multiplicative identities, additive and multiplicative inverses, commutativity, associativity, and the distributive property of multiplication over addition.	<b>SE/TE:</b> 9 (Example 3, Quick Check 3), 10 (#27-32, 34), 15 (Example 2, Quick Check 2), 16 (#20-28), 23 (#41-43), 48 (Check Skills You'll Need #2-4), 49 (Example 3, Quick Check 3), 50 (#1-3, 6-7, 17-25), 51 (#30, 33), 60 (#1-2), 61 (#30), 62 (#12-14, 27-28), 133 (#37-39), 181, 182 (Example 3, Quick Check 3b, #1-4), 183, 184 (#31-37, 39-40), 186-187, 188, 189 (#9-36), 190 (#39-46, 48, 52, 55-57), 191 (Checkpoint Quiz 1 #5-9), 200-203, 204 (#35-37, 39-40, 42-43, 46-48), 226 (#7-10)
	<b>TR:</b> Print Resources: 1-2, 1-3, 1-9, 4-3, 4-4, 4-6; Daily Notetaking Guide: 1-2, 1-3, 1-9, 4-3, 4-4, 4-6; Adapted Daily Notetaking Guide: 1-2, 1-3, 1-9, 4-3, 4-4, 4-6
	<b>TECH:</b> Calculators; Transparencies: 1-2, 1-3, 1-9, 4-3, 4-4, 4-6; Interactive Textbook Online: 1-2, 1-3, 1-9, 4-3, 4-4, 4-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>Combine algebraic expressions and solve equations</b>	
<b>A.FO.07.12</b> Add, subtract, and multiply simple algebraic expressions of the first degree, e.g., $(92x + 8y) - 5x + y$ , or $x(x+2)$ and justify using properties of real numbers. *	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 9, 49
	<b>TR:</b> Print Resources: 1-2, 1-9; Daily Notetaking Guide: 1-2, 1-9; Adapted Daily Notetaking Guide: 1-2, 1-9

**Prentice Hall Mathematics: Course 2 © 2008**  
**Correlated to:**  
**Michigan Grade Level Content Expectations**  
**(Grade 7)**

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TECH:</b> Calculators; Transparencies: 1-2, 1-9; Interactive Textbook Online: 1-2, 1-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>A.FO.07.13</b> From applied situations, generate and solve linear equations of the form $ax + b = c$ and $ax + b = cx + d$ , and interpret solutions.	<b>SE/TE:</b> 196 (Example 4, Quick Check 4), 197 (#27-28, 30), 198 (#39-40, 42), 199 (#10), 201 (Example 3, Quick Check 3), 202 (More Than One Way), 203 (#29-34), 204 (#39-40, 42), 209 (Checkpoint Quiz 2 #7), 221 (#26), 222 (#20, 24), 637 (#39-40)
	<b>TR:</b> Print Resources: 4-5, 4-6; Daily Notetaking Guide: 4-5, 4-6; Adapted Daily Notetaking Guide: 4-5, 4-6
	<b>TECH:</b> Calculators; Transparencies: 4-5, 4-6; Interactive Textbook Online: 4-5, 4-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>GEOMETRY</b>	
<b>Draw and construct geometric objects</b>	
<b>G.SR.07.01</b> Use a ruler and other tools to draw squares, rectangles, triangles, and parallelograms with specified dimensions.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 336 (#2), 343 (#11-12), 344 (#21, 25), 363 (#18), 364 (#26), 386 (#18)
	<b>TR:</b> Print Resources: 7-3, 7-4, 7-8, 8-3; Daily Notetaking Guide: 7-3, 7-4, 7-8, 8-3; Adapted Daily Notetaking Guide: 7-3, 7-4, 7-8, 8-3
	<b>TECH:</b> Calculators; Transparencies: 7-3, 7-4, 7-8, 8-3; Interactive Textbook Online: 7-3, 7-4, 7-8, 8-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>G.SR.07.02</b> Use compass and straightedge to perform basic geometric constructions: the perpendicular bisector of a segment, an equilateral triangle, and the bisector of an angle; understand informal justifications.	<b>SE/TE:</b> 362, 363 (#11-14, 18), 364 (#26), 367 (#23), 368 (#12), 642 (#20-21)

Prentice Hall Mathematics: Course 2 © 2008  
 Correlated to:  
 Michigan Grade Level Content Expectations  
 (Grade 7)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TR:</b> Print Resources: 7-8; Daily Notetaking Guide: 7-8; Adapted Daily Notetaking Guide: 7-8
	<b>TECH:</b> Calculators; Transparencies: 7-8; Interactive Textbook Online: 7-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>Understand the concept of similar polygons, and solve related problems</b>	
<b>G.TR.07.03</b> Understand that in similar polygons, corresponding angles are congruent and the ratios of corresponding sides are equal; understand the concepts of similar figures and scale factor.	<b>SE/TE:</b> 251, 252-254, 255 (#14-20), 256, 257 (Checkpoint Quiz 2 #7-10), 263 (#28, 30), 267 (#24-26), 268 (#26, 28), 307 (#30), 346 (Check Skills You'll Need #2-4), 638 (#25-26), 639 (#41-43)
	<b>TR:</b> Print Resources: 5-5; Daily Notetaking Guide: 5-5; Adapted Daily Notetaking Guide: 5-5
	<b>TECH:</b> Calculators; Transparencies: 5-5; Interactive Textbook Online: 5-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775
<b>G.TR.07.04</b> Solve problems about similar figures and scale drawings.	<b>SE/TE:</b> 251, 252-253, 254 (#6-7, 10-13), 255 (#14-17, 19-20), 257 (Checkpoint Quiz 2 #9-10), 259-260, 261 (Example 4, Quick Check 4, #4-5), 262, 263 (#22-28, 30), 264 (#2, 5), 267 (#24-28), 268 (#19, 26, 28, 33), 270 (#1-2), 307 (#30), 334 (#35), 339 (#25), 346 (Check Skills You'll Need #2), 445 (#34-37), 589 (#25), 621 (#39), 638 (#25-32), 639 (#41-45)
	<b>TR:</b> Print Resources: 5-5, 5-6; Daily Notetaking Guide: 5-5, 5-6; Adapted Daily Notetaking Guide: 5-5, 5-6
	<b>TECH:</b> Calculators; Transparencies: 5-5, 5-6; Interactive Textbook Online: 5-5, 5-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code are-0775

**Prentice Hall Mathematics: Course 2 © 2008**  
**Correlated to:**  
**Michigan Grade Level Content Expectations**  
**(Grade 7)**

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>G.TR.07.05</b> Show that two triangles are similar using the criteria: corresponding angles are congruent (AAA similarity); the ratios of two pairs of corresponding sides are equal and the included angles are congruent (SAS similarity); ratios of all pairs of corresponding sides are equal (SSS similarity); use these criteria to solve problems and to justify arguments.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 252, 254 (#1), 256 (#1)
	<b>TR:</b> Print Resources: 5-5; Daily Notetaking Guide: 5-5; Adapted Daily Notetaking Guide: 5-5
	<b>TECH:</b> Calculators; Transparencies: 5-5; Interactive Textbook Online: 5-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code are-0775
<b>G.TR.07.06</b> Understand and use the fact that when two triangles are similar with scale factor of $r$ , their areas are related by a factor of $r^2$ .	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 252-253, 384-385
	<b>TR:</b> Print Resources: 5-5, 8-3; Daily Notetaking Guide: 5-5, 8-3; Adapted Daily Notetaking Guide: 5-5, 8-3
	<b>TECH:</b> Calculators; Transparencies: 5-5, 8-3; Interactive Textbook Online: 5-5, 8-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code are-0775
<b>DATA AND PROBABILITY</b>	
<b>Represent and interpret data</b>	
<b>D.RE.07.01</b> Represent and interpret data using circle graphs, stem and leaf plots, histograms, and box-and-whisker plots, and select appropriate representation to address specific questions.	<b>SE/TE:</b> 58, 85 (#35), 129 (#43-45), 303 (#5), 354-355, 356 (#7-12), 357 (#13-17, 20), 358 (Activity Lab 7-7b, Checkpoint Quiz 2 #2), 359, 360 (#2, 4-5), 368 (#32), 533 (Example 3, Quick Check 3), 534 (More Than One Way, #2), 535 (#9-11), 536 (#14-18), 544-545, 546 (#3-14), 547 (#16, 18), 549 (Checkpoint Quiz 1 #2, 10), 570 (#20), 571 (Example), 572 (#7), 573 (#13), 574 (#3-4), 642 (#19)

**Prentice Hall Mathematics: Course 2 © 2008**  
**Correlated to:**  
**Michigan Grade Level Content Expectations**  
**(Grade 7)**

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TR:</b> Print Resources: 1-10, 7-7, 11-1, 11-3; Daily Notetaking Guide: 1-10, 7-7, 11-1, 11-3; Adapted Daily Notetaking Guide: 1-10, 7-7, 11-1, 11-3
	<b>TECH:</b> Calculators; Transparencies: 1-10, 7-7, 11-1, 11-3; Interactive Textbook Online: 1-10, 7-7, 11-1, 11-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code are-0775
<b>D.AN.07.02</b> Create and interpret scatter plots and find line of best fit; use an estimated line of best fit to answer questions about the data.	<b>SE/TE:</b> 566, 567, 568 (Example 2, Quick Check 2, #4-5), 569, 570 (#16-17, 19), 573 (#18-19), 574 (#22), 650 (#11)
	<b>TR:</b> Print Resources: 11-7; Daily Notetaking Guide: 11-7; Adapted Daily Notetaking Guide: 11-7
	<b>TECH:</b> Calculators; Transparencies: 11-7; Interactive Textbook Online: 11-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code are-0775
<b>Compute statistics about data sets</b>	
<b>D.AN.07.03</b> Calculate and interpret relative frequencies and cumulative frequencies for given data sets.	<b>SE/TE:</b> 535 (#12-13), 536 (#14), 570 (#20)
	<b>TR:</b> Print Resources: 11-1; Daily Notetaking Guide: 11-1; Adapted Daily Notetaking Guide: 11-1
	<b>TECH:</b> Calculators; Transparencies: 11-1; Interactive Textbook Online: 11-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code are-0775
<b>D.AN.07.04</b> Find and interpret the median, quartiles, and interquartile range of a given set of data.	<b>SE/TE:</b> 54 (Example 2, Quick Check 2), 55 (#3, 6-7), 56 (#13-16, 26), 57 (#28a), 58 (Activity, #1), 61 (#31), 62 (#38, 42), 63 (#3), 133 (#35), 177 (#39), 218 (#52-53), 530 (#3-6), 544 (Check Skills You'll Need #2-4), 545 (Example 3), 546 (#11), 560 (Check Skills You'll Need #2), 595 (#29), 605 (#7), 621 (#43), 630 (#45-46)

**Prentice Hall Mathematics: Course 2 © 2008**  
**Correlated to:**  
**Michigan Grade Level Content Expectations**  
**(Grade 7)**

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TR:</b> Print Resources: 1-10, 11-3; Daily Notetaking Guide: 11-1; Adapted Daily Notetaking Guide: 11-1
	<b>TECH:</b> Calculators; Transparencies: 11-1; Interactive Textbook Online: 11-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code are-0775