

Prentice Hall Mathematics: Course 3 © 2008
Correlated to:
Michigan Grade Level Content Expectations
(Grade 8)

Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
NUMBER AND OPERATIONS	
Understand real number concepts	
N.ME.08.01 Understand the meaning of a square root of a number and its connection to the square whose area is the number; understand the meaning of a cube root and its connection to the volume of a cube.	SE/TE: 106-107, 108 (#5-8), 109 (#9-25, 32-34, 36), 110 (#38-47, 51), 112 (Check Skills You'll Need #2-5), 121 (#23), 123 (Checkpoint Quiz 1 #1), 127 (#35-38), 154 (#4-6), 327 (#32), 531 (#17), 608 (#29)
	TR: Print Resources: 3-1; Daily Notetaking Guide: 3-1; Adapted Daily Notetaking Guide: 3-1
	TECH: Calculators; Transparencies: 3-1; Interactive Textbook Online: 3-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
N.ME.08.02 Understand meanings for zero and negative integer exponents.	SE/TE: 582 (Key Concepts), 583, 584 (#15-22, 28), 585 (#29), 591 (#38-45), 592 (#33-43), 627 (#27-30, 36)
	TR: Print Resources: 12-5; Daily Notetaking Guide: 12-5; Adapted Daily Notetaking Guide: 12-5
	TECH: Calculators; Transparencies: 12-5; Interactive Textbook Online: 12-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
N.ME.08.03 Understand that in decimal form, rational numbers either terminate or eventually repeat, and that calculators truncate or round repeating decimals; locate rational numbers on the number line; know fraction forms of common repeating decimals, e.g., $0.1 = \frac{1}{9}$; $0.3 = \frac{1}{3}$.	SE/TE: 58 (Example 3, Quick Check 3), 59 (#15-23), 60 (#34, 36), 61, 63 (Example 3), 70 (Checkpoint Quiz 1 #3), 100 (#12-15, 17), 104 (#6-9), 108 (Example 4, Quick Check 4, #1-4), 109 (#26-31), 123 (Checkpoint Quiz 1 #2-4), 152 (#9-13), 154 (#7-12), 158 (#5-9), 608 (#1-4, 28)
	TR: Print Resources: 2-2, 2-3, 3-1; Daily Notetaking Guide: 2-2, 2-3, 3-1; Adapted Daily Notetaking Guide: 2-2, 2-3, 3-1

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N.ME.08.04 Understand that irrational numbers are those that cannot be expressed as the quotient of two integers, and cannot be represented by terminating or repeating decimals; approximate the position of familiar irrational numbers, e.g., $\sqrt{2}$, $\sqrt{3}$, π , on the number line.	SE/TE: 108 (Example 4, Quick Check 4, #1-4), 109 (#26-31, 35), 123 (Checkpoint Quiz 1 #2-4), 152 (#9-13), 154 (#7-12), 608 (#1-4, 28)
	TR: Print Resources: 3-1; Daily Notetaking Guide: 3-1; Adapted Daily Notetaking Guide: 3-1
	TECH: Calculators; Transparencies: 3-1; Interactive Textbook Online: 3-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
N.FL.08.05 Estimate and solve problems with square roots and cube roots using calculators.	SE/TE: 107 (Example 3, Quick Check 3), 109 (#22-25), 110 (#47, 51), 119, 120 (#4-7, 9-14), 121 (#16-18, 22), 123 (Checkpoint Quiz 1 #6, 8-9), 125 (Example 2, Quick Check 2), 126 (#23-24), 127 (#26, 34), 152 (#6-8), 153 (#15-17), 154 (#17), 163 (#33), 608 (#29), 609 (#30)
	TR: Print Resources: 3-1, 3-3, 3-4; Daily Notetaking Guide: 3-1, 3-3, 3-4; Adapted Daily Notetaking Guide: 3-1, 3-3, 3-4
	TECH: Calculators; Transparencies: 3-1, 3-3, 3-4; Interactive Textbook Online: 3-1, 3-3, 3-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
N.FL.08.06 Find square roots of perfect squares and approximate the square roots of non-perfect squares by locating between consecutive integers, e.g., $\sqrt{130}$ is between 11 and 12.	SE/TE: 106, 107 (Example 2, Quick Check 2), 108 (#5-8), 109 (#9-25, 32-34, 36), 110 (#46), 112 (Check Skills You'll Need #2-5), 121 (#23), 123 (Checkpoint Quiz 1 #1), 127 (#35-38), 154 (#1-6), 163 (#34-37), 233 (#35), 327 (#32), 349 (#1), 531 (#17)

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	TECH: Calculators; Transparencies: 3-1; Interactive Textbook Online: 3-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
Solve problems	
N.MR.08.07 Understand percent increase and percent decrease in both sum and product form, e.g., 3% increase of a quantity x is $x + .03x = 1.03x$.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 230-231
	TR: Print Resources: 5-5; Daily Notetaking Guide: 5-5; Adapted Daily Notetaking Guide: 5-5
	TECH: Calculators; Transparencies: 5-5; Interactive Textbook Online: 5-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
N.MR.08.08 Solve problems involving percent increases and decreases.	SE/TE: 230-231, 232 (#2-22), 233 (#23-33), 234-236, 237 (#5-18), 238 (#19-22, 25), 240-241, 242, 243 (Example 2, Quick Check 2, #4-7), 244 (#8-15), 245 (Checkpoint Quiz 2 #1-9), 251 (Example 1), 253 (#23-30), 254 (#23-30, 32-34), 255 (#6, 15), 321 (#30-33), 384 (#29-31), 595 (#32, 43a), 612 (#23-36), 613 (#44-46)
	TR: Print Resources: 5-5, 5-6, 5-7; Daily Notetaking Guide: 5-5, 5-6, 5-7; Adapted Daily Notetaking Guide: 5-5, 5-6, 5-7
	TECH: Calculators; Transparencies: 5-5, 5-6, 5-7; Interactive Textbook Online: 5-5, 5-6, 5-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
N.FL.08.09 Solve problems involving compounded interest or multiple discounts.	SE/TE: 240 (#3)

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	TR: Print Resources: 5-6; Daily Notetaking Guide: 5-6; Adapted Daily Notetaking Guide: 5-6
	TECH: Calculators; Transparencies: 5-6; Interactive Textbook Online: 5-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
N.MR.08.10 Calculate weighted averages such as course grades, consumer price indices, and sports ratings.	
N.FL.08.11 <i>Solve problems involving ratio units, such as miles per hour, dollars per pound, or persons per square mile.*</i>	SE/TE: 161, 162 (#14-23), 163 (#27, 28b), 164 (#1, 3-4), 167 (Example 2, Quick Check 2), 169 (#10-14, 25), 170 (#27-28, 33-36, 38, 40), 171 (Checkpoint Quiz 1 #5-9, 13-15), 179 (Using Rates and Proportions, #3), 180 (#4), 202 (#10-19), 204 (#7-12), 574 (#48-50), 610 (#1-4, 24), 611 (#25)
	TR: Print Resources: 4-1, 4-2; Daily Notetaking Guide: 4-1, 4-2; Adapted Daily Notetaking Guide: 4-1, 4-2
	TECH: Calculators; Transparencies: 4-1, 4-2; Interactive Textbook Online: 4-1, 4-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
ALGEBRA	
Understand the concept of non-linear functions using basic examples	
A.RP.08.01 <i>Identify and represent linear functions, quadratic functions, and other simple functions including inversely proportional relationships ($y = k/x$); cubics ($y = ax^3$); roots ($y = \sqrt{x}$); and exponentials ($y = a^x$, $a > 0$); using tables, graphs, and equations.*</i>	SE/TE: 525 (#4-6, 12-13), 526 (#18-19), 533 (Example, #1-4), 534-535, 536 (More Than One Way, #5), 537 (#6-15, 17a, 18-19), 538 (#20-22), 539 (Checkpoint Quiz 2 #5, 10), 540-541, 542 (#2b, 3-9), 543 (#11a, 12-16), 544, 545 (#3, 4b, 5-6), 546, 547-548, 549 (#3-19), 550 (#20-22, 23a, 24-31), 550 (Example, #1-3), 553 (#22-29), 554 (#8-16, 18a, 24-25), 565 (#32-34), 579 (#35-37), 595 (#33a, 39a, 39c), 624 (#12-25), 625 (#29, 31-33)

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	TR: Print Resources: 11-3, 11-5, 11-6, 11-7; Daily Notetaking Guide: 11-3, 11-5, 11-6, 11-7; Adapted Daily Notetaking Guide: 11-3, 11-5, 11-6, 11-7
	TECH: Calculators; Transparencies: 11-3, 11-5, 11-6, 11-7; Interactive Textbook Online: 11-3, 11-5, 11-6, 11-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
A.PA.08.02 For basic functions, e.g., simple quadratics, direct and indirect variation, and population growth, describe how changes in one variable affect the others.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 523, 524 (Quick Check 2), 525 (#4-11), 526 (#17, 21), 533 (Example, #1-4), 534-535, 536 (More Than One Way, #5), 537 (#6-8, 18), 539 (Checkpoint Quiz 2 #1-4, 10), 546, 547 (Example 2, Quick Check 2), 548 (#3-13, 18-19), 549 (#20-22, 23a, 27-30, 33-36), 553 (#14-17, 26-29), 554 (#5-12), 565 (#32-34), 624 (#8-11, 15-18, 22-25), 625 (#31, 33)
	TR: Print Resources: 11-3, 11-5, 11-7; Daily Notetaking Guide: 11-3, 11-5, 11-7; Adapted Daily Notetaking Guide: 11-3, 11-5, 11-7
	TECH: Calculators; Transparencies: 11-3, 11-5, 11-7; Interactive Textbook Online: 11-3, 11-5, 11-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
A.PA.08.03 Recognize basic functions in problem context, e.g., area of a circle is πr^2 , volume of a sphere is $\frac{4}{3} \pi r^3$, and represent them using tables, graphs, and formulas.	SE/TE: 523, 524 (Example 3, Quick Check 3), 525 (#5-6, 12-13), 534-535, 537 (#6-9, 17a, 18), 538 (#20-21), 539 (Checkpoint Quiz 2 #5, 10), 540, 542 (#3-4, 9), 543 (#11a, 15-16), 544, 545 (#3, 4a, 5-6), 547 (Example 2, Quick Check 2), 548 (#18-19), 554 (#8, 18a, 25), 557 (#1), 595 (#39a, 39c)
	TR: Print Resources: 11-3, 11-5, 11-6, 11-7; Daily Notetaking Guide: 11-3, 11-5, 11-6, 11-7; Adapted Daily Notetaking Guide: 11-3, 11-5, 11-6, 11-7

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	TECH: Calculators; Transparencies: 11-3, 11-5, 11-6, 11-7; Interactive Textbook Online: 11-3, 11-5, 11-6, 11-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
A.RP.08.04 Use the vertical line test to determine if a graph represents a function in one variable.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 523-524, 534-536
	TR: Print Resources: 11-3, 11-5; Daily Notetaking Guide: 11-3, 11-5; Adapted Daily Notetaking Guide: 11-3, 11-5
	TECH: Calculators; Transparencies: 11-3, 11-5; Interactive Textbook Online: 11-3, 11-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
Understand and represent quadratic functions	
A.PA.08.05 Relate quadratic functions in factored form and vertex form to their graphs, and vice versa; in particular, note that solutions of a quadratic equation are the x-intercepts of the corresponding quadratic function.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 546, 548 (#4-9, 18-19), 549 (#20-22, 27-29), 553 (#26-27), 554 (#10-11, 14, 25), 565 (#32-34), 624 (#22-25)
	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 ase-0775

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<p>A.PA.08.06 Graph factorable quadratic functions, finding where the graph intersects the x-axis and the coordinates of the vertex; use words "parabola" and "roots"; include functions in vertex form and those with leading coefficient -1, e.g., $y = x^2 - 36$, $y = (x - 2)^2 - 9$; $y = -x^2$; $y = -(x - 3)^2$.</p>	<p><i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 546, 548 (#4-9, 18-19), 549 (#20-22, 27-29), 553 (#26-27), 554 (#10-11, 14, 25), 565 (#32-34), 624 (#22-25)</p>
	<p>TR: Print Resources: 11-7; Daily Notetaking Guide: 11-7; Adapted Daily Notetaking Guide: 11-7</p>
	<p>TECH: Calculators; Transparencies: 11-7; Interactive Textbook Online: 11-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775</p>
Recognize, represent, and apply common formulas	
<p>A.FO.08.07 Recognize and apply the common formulas:</p> $(a + b)^2 = a^2 + 2 ab + b^2$ $(a - b)^2 = a^2 - 2 ab + b^2$ $(a + b)(a - b) = a^2 - b^2 ;$ <p>represent geometrically.</p>	<p><i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 577 (Example 3, Quick Check 3), 578 (#6, 20-21), 579 (#27), 580 (Checkpoint Quiz 2 #13-14), 591 (#32-33), 592 (#32), 626 (#22)</p>
	<p>TR: Print Resources: 12-4; Daily Notetaking Guide: 12-4; Adapted Daily Notetaking Guide: 12-4</p>
	<p>TECH: Calculators; Transparencies: 12-4; Interactive Textbook Online: 12-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775</p>

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A.FO.08.08 Factor simple quadratic expressions with integer coefficients, e.g., $x^2 + 6x + 9$, $x^2 + 2x - 3$, and $x^2 - 4$; solve simple quadratic equations, e.g., $x^2 = 16$ or $x^2 = 5$ (by taking square roots); $x^2 - x - 6 = 0$, $x^2 - 2x = 15$ (by factoring); verify solutions by evaluation.	SE/TE: 107 (Example 3, Quick Check 3), 117 (#4)
	TR: Print Resources: 3-1; Daily Notetaking Guide: 3-1; Adapted Daily Notetaking Guide: 3-1
	TECH: Calculators; Transparencies: 3-1; Interactive Textbook Online: 3-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
A.FO.08.09 Solve applied problems involving simple quadratic equations.	SE/TE: 107 (Example 3, Quick Check 3), 117 (#4)
	TR: Print Resources: 3-1; Daily Notetaking Guide: 3-1; Adapted Daily Notetaking Guide: 3-1
	TECH: Calculators; Transparencies: 3-1; Interactive Textbook Online: 3-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
Understand solutions and solve equations, simultaneous equations, and linear inequalities	
A.FO.08.10 Understand that to solve the equation $f(x) = g(x)$ means to find all values of x for which the equation is true, e.g., determine whether a given value, or values from a given set, is a solution of an equation (0 is a solution of $3x^2 + 2 = 4x + 2$, but 1 is not a solution).	SE/TE: 276, 277 (Example 2, Quick Check 2), 278 (#7-8, 10, 15), 295 (#18), 296 (#7-8, 22), 614 (#23, 25)

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	TR: Print Resources: 6-4; Daily Notetaking Guide: 6-4; Adapted Daily Notetaking Guide: 6-4
	TECH: Calculators; Transparencies: 6-4; Interactive Textbook Online: 6-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
A.FO.08.11 Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 537 (#19), 538 (#20-21)
	TR: Print Resources: 11-5; Daily Notetaking Guide: 11-5; Adapted Daily Notetaking Guide: 11-5
	TECH: Calculators; Transparencies: 11-5; Interactive Textbook Online: 11-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
A.FO.08.12 Solve linear inequalities in one and two variables, and graph the solution sets.	SE/TE: 282-283, 284 (#8-22), 285 (#26), 287 (Checkpoint Quiz 2 #6-8), 288-290, 291 (#3-22), 292 (#29-30, 35-37), 295 (#22-24, 27-32), 296 (#29-39), 297 (#1, 6), 593 (#4), 614 (#28-33, 36-41), 615 (#48-50)
	TR: Print Resources: 6-5, 6-6; Daily Notetaking Guide: 6-5, 6-6; Adapted Daily Notetaking Guide: 6-5, 6-6
	TECH: Calculators; Transparencies: 6-5, 6-6; Interactive Textbook Online: 6-5, 6-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
A.FO.08.13 Set up and solve applied problems involving simultaneous linear equations and linear inequalities.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 278 (#15-17), 287 (Checkpoint Quiz 2 #9), 296 (#22), 538 (#20-21)

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GEOMETRY	
Understand and use the Pythagorean Theorem	
G.GS.08.01 Understand at least one proof of the Pythagorean Theorem; use the Pythagorean Theorem and its converse to solve applied problems including perimeter, area, and volume problems.	SE/TE: 113 (Example 2, Quick Check 2), 114 (#13), 115 (#15, 20-21, 25), 117 (#3, 6), 119, 120 (#13-14), 121 (#18, 20, 22), 123 (Checkpoint Quiz 1 #9), 125 (Example 2, Quick Check 2), 126 (#23), 127 (#34), 153 (#17), 154 (#17), 609 (#31)
	TR: Print Resources: 3-2, 3-3, 3-4; Daily Notetaking Guide: 3-2, 3-3, 3-4; Adapted Daily Notetaking Guide: 3-2, 3-3, 3-4
	TECH: Calculators; Transparencies: 3-2, 3-3, 3-4; Interactive Textbook Online: 3-2, 3-3, 3-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
G.LO.08.02 Find the distance between two points on the coordinate plane using the distance formula; recognize that the distance formula is an application of the Pythagorean Theorem.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 125 (Example 2, Quick Check 2), 126 (#24), 127 (#26)
	TR: Print Resources: 3-4; Daily Notetaking Guide: 3-4; Adapted Daily Notetaking Guide: 3-4
	TECH: Calculators; Transparencies: 3-4; Interactive Textbook Online: 3-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775

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Solve problems about geometric figures	
G.SR.08.03 Understand the definition of a circle; know and use the formulas for circumference and area of a circle to solve problems.	SE/TE: 336-337, 338 (#4-23), 339 (#24-35), 340 (#8), 343 (#14), 347 (#19), 348 (#28), 361 (#22-24), 392 (Check Skills You'll Need #2-5), 396 (#28), 431 (#20-23), 595 (#37), 616 (#19), 617 (#29)
	TR: Print Resources: 7-7; Daily Notetaking Guide: 7-7; Adapted Daily Notetaking Guide: 7-7
	TECH: Calculators; Transparencies: 7-7; Interactive Textbook Online: 7-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
G.SR.08.04 Find area and perimeter of complex figures by subdividing them into basic shapes (quadrilaterals, triangles, circles).	SE/TE: 330 (More Than One Way), 331 (#15-17), 332 (#18a), 333 (Geoboard Area, #2), 334 (#4-5), 337 (Example 2, Quick Check 2), 338 (#17-23), 339 (#24, 31), 343 (#14), 396 (#28)
	TR: Print Resources: 7-6, 7-7; Daily Notetaking Guide: 7-6, 7-7; Adapted Daily Notetaking Guide: 7-6, 7-7
	TECH: Calculators; Transparencies: 7-6, 7-7; Interactive Textbook Online: 7-6, 7-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
G.SR.08.05 Solve applied problems involving areas of triangles, quadrilaterals, and circles.	SE/TE: 329 (Example 1), 330 (More Than One Way), 331 (#12-13), 332 (#18-19, 22), 333 (Geoboard Area, #2), 334 (#4-5), 337 (Example 2), 339 (#24, 31), 617 (#28-29)
	TR: Print Resources: 7-6, 7-7; Daily Notetaking Guide: 7-6, 7-7; Adapted Daily Notetaking Guide: 7-6, 7-7
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Understand concepts of volume and surface area, and apply formulas	
G.SR.08.06 Know the volume formulas for generalized cylinders ((area of base) x height), generalized cones and pyramids ($\frac{1}{3}$ (area of base) x height), and spheres ($\frac{4}{3} \pi$ (radius) ³) and apply them to solve problems.	SE/TE: 381, 382 (More Than One Way, #2, 5), 383 (#13-15, 17), 384 (#19, 23-24), 386 (#3), 387, 388-389, 390 (#1, 5-12), 391 (#13-21), 392 (Checkpoint Quiz 2 #1-4, 7-8), 394, 395 (#6-13), 396 (#17-26, 29-31), 403 (Example), 404 (#16, 18-21), 406 (#19-23, 25-28), 594 (#30), 618 (#10-14), 619 (#20, 22-23)
	TR: Print Resources: 8-6, 8-7, 8-8; Daily Notetaking Guide: 8-6, 8-7, 8-8; Adapted Daily Notetaking Guide: 8-6, 8-7, 8-8
	TECH: Calculators; Transparencies: 8-6, 8-7, 8-8; Interactive Textbook Online: 8-6, 8-7, 8-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
G.SR.08.07 Understand the concept of surface area, and find the surface area of prisms, cones, spheres, pyramids, and cylinders.	SE/TE: 368-370, 371 (#5-14), 372 (#15, 17a, 18-22), 373 (Checkpoint Quiz 1 #5, Activity Lab 8-5a), 374-376, 377 (#2, 4-15), 378 (#16, 17b, 18-20, 23-25), 380 (Check Skills You'll Need #2-3), 384 (#27), 388 (Check Skills You'll Need #2), 391 (#22, 24), 392 (Checkpoint Quiz 2 #1-3), 393, 395 (#5, 7-12, 14-15), 396 (#16, 18-21, 23, 27), 403 (#1), 405 (#15-21), 406 (#15-18, 25-28), 473 (#22), 478 (#32-33), 595 (#31, 40b), 618 (#8-14), 619 (#19, 21, 23)
	TR: Print Resources: 8-4, 8-5, 8-8; Daily Notetaking Guide: 8-4, 8-5, 8-8; Adapted Daily Notetaking Guide: 8-4, 8-5, 8-8
	TECH: Calculators; Transparencies: 8-4, 8-5, 8-8; Interactive Textbook Online: 8-4, 8-5, 8-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775

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Visualize solids	
G.SR.08.08 Sketch a variety of two dimensional representations of three-dimensional solids including orthogonal views (top, front, and side), picture views (projective or isometric), and nets; use such two-dimensional representations to help solve problems.	SE/TE: 358, 359 (Example 2, Quick Check 2-3), 360 (#4-11), 361 (#12-15), 362, 364 (Check Skills You'll Need #2), 366 (#10, 13), 368, 371 (#6-8), 373 (Checkpoint Quiz 1 #3-4), 404 (#9-11), 406 (#7-10, 13-14), 595 (#40a), 618 (#4-6), 619 (#18)
	TR: Print Resources: 8-2, 8-3, 8-4; Daily Notetaking Guide: 8-2, 8-3, 8-4; Adapted Daily Notetaking Guide: 8-2, 8-3, 8-4
	TECH: Calculators; Transparencies: 8-2, 8-3, 8-4; Interactive Textbook Online: 8-2, 8-3, 8-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775

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Michigan Grade Level Content Expectations	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Understand and apply concepts of transformation and symmetry	
G.TR.08.09 Understand the definition of a dilation from a point in the plane, and relate it to the definition of similar polygons.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 186 (Activity Lab 4-5a), 187-188, 189 (#3-11), 190 (#12-19), 191, 203 (#28), 204 (#35), 610 (#16-17)
	TR: Print Resources: 4-5; Daily Notetaking Guide: 4-5; Adapted Daily Notetaking Guide: 4-5
	TECH: Calculators; Transparencies: 4-5; Interactive Textbook Online: 4-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
G.TR.08.10 Understand and use reflective and rotational symmetries of two-dimensional shapes and relate them to transformations to solve problems.	SE/TE: 142 (Example 3, Quick Check 3), 143 (#17-21), 144 (#26-28), 146, 148 (#5-7, 13), 154 (#36)
	TR: Print Resources: 3-7, 3-8; Daily Notetaking Guide: 3-7, 3-8; Adapted Daily Notetaking Guide: 3-7, 3-8
	TECH: Calculators; Transparencies: 3-7, 3-8; Interactive Textbook Online: 3-7, 3-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
DATA AND PROBABILITY	
Draw, explain, and justify conclusions based on data	
D.AN.08.01 Determine which measure of central tendency (mean, median, mode) best represents a data set, e.g., salaries, home prices, for answering certain questions; justify the choice made.	SE/TE: 414 (Example 4, Quick Check 4), 415 (#16, 18), 416 (#26), 465 (#2)
	TR: Print Resources: 9-1; Daily Notetaking Guide: 9-1; Adapted Daily Notetaking Guide: 9-1

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	TECH: Calculators; Transparencies: 9-1; Interactive Textbook Online: 9-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
D.AN.08.02 Recognize practices of collecting and displaying data that may bias the presentation or analysis.	SE/TE: 428, 429 (Quick Check 2, #1, 3), 430 (#6, 8), 431 (#11-16, 17b), 432 (Activity Lab 9-4b, Checkpoint Quiz 1 #8), 459 (#15a), 463 (#9), 620 (#6), 621 (#18)
	TR: Print Resources: 9-4, 9-9; Daily Notetaking Guide: 9-4, 9-9; Adapted Daily Notetaking Guide: 9-4, 9-9
	TECH: Calculators; Transparencies: 9-4, 9-9; Interactive Textbook Online: 9-4, 9-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
Understand probability concepts for simple and compound events	
D.PR.08.03 <i>Compute relative frequencies from a table of experimental results for a repeated event. Interpret the results using relationship of probability to relative frequency.*</i>	SE/TE: 473 (#14-19), 479 (Checkpoint Quiz 1 #1-3), 483 (#15b), 485 (#7, 9), 622 (#1-3)
	TR: Print Resources: 10-1, 10-3; Daily Notetaking Guide: 10-1, 10-3; Adapted Daily Notetaking Guide: 10-1, 10-3
	TECH: Calculators; Transparencies: 10-1, 10-3; Interactive Textbook Online: 10-1, 10-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
D.PR.08.04 Apply the Basic Counting Principle to find total number of outcomes possible for independent and dependent events, and calculate the probabilities using organized lists or tree diagrams.	SE/TE: 492 (Example 2, Quick Check 2), 494 (#8-9, 16, 28-29), 623 (#34-35)
	TR: Print Resources: 10-5; Daily Notetaking Guide: 10-5; Adapted Daily Notetaking Guide: 10-5

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	TECH: Calculators; Transparencies: 10-5; Interactive Textbook Online: 10-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
D.PR.08.05 Find and/or compare the theoretical probability, the experimental probability, and/or the relative frequency of a given event. *	SE/TE: 246-247, 248 (Example 4, Quick Check 4, #3-5), 249 (#6-25, 27), 250 (#28-31, 33-34), 253 (#31), 254 (#35b-35c), 468 (#9-14), 470, 472 (#2-3, 5-7, 11), 473 (#14-20), 474 (#6), 479 (Extension, Checkpoint Quiz 1 #1-3), 480 (Check Skills You'll Need #2-4), 483 (#15b), 485 (#2-4, 7, 9), 486, 487 (Example 2, Quick Check 2), 488 (#4-13, 17), 489 (#18-23, 25-26), 490 (Checkpoint Quiz 2 #3-10), 499 (#28-29), 502 (#4-6), 503 (Example, #1, 3), 506 (#1-12), 622 (#1-5, 11-14)
	TR: Print Resources: 5-8, 10-1, 10-4; Daily Notetaking Guide: 5-8, 10-1, 10-4; Adapted Daily Notetaking Guide: 5-8, 10-1, 10-4
	TECH: Calculators; Transparencies: 5-8, 10-1, 10-4; Interactive Textbook Online: 5-8, 10-1, 10-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775
D.PR.08.06 Understand the difference between independent and dependent events, and recognize common misconceptions involving probability, e.g., Alice rolls a 6 on a die three times in a row; she is just as likely to roll a 6 on the fourth roll as she was on any previous roll.	SE/TE: 487 (Example 3, Quick Check 3), 488 (#1-3, 14-16), 489 (#24), 505 (#12-13)
	TR: Print Resources: 10-4; Daily Notetaking Guide: 10-4; Adapted Daily Notetaking Guide: 10-4
	TECH: Calculators; Transparencies: 10-4; Interactive Textbook Online: 10-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code ase-0775