

*A Correlation of*

Scott Foresman • Addison Wesley

en**Vision**MATH™

to the

**Arizona  
Mathematics Standard  
Articulated by Grade Level**

Grades K–6

PEARSON

M/M-150A

## Correlation Introduction

This correlation is designed to show the close alignment between Scott Foresman-Addison Wesley enVisionMATH and the Arizona Academic Content Standards – Mathematics Standard Articulated by Grade Level. Correlation page references are to the Teacher’s Edition, Student Edition, and Teacher Resource Masters. References to the Arizona Connections Booklet are included as additional support for the Arizona Academic Content Standards Articulated by Grade Level.

The en**Vi**sionMATH™ program is based around scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability.

### **Personalized Curriculum**

en**Vi**sionMATH™ provides 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. A flexible sequence of topics is small enough for a district to rearrange into a personalized curriculum that matches the sequence preferred by the district. The curriculum is designed so that all standards can be taught before the major mathematics testing.

### **Instructional Design**

en**Vi**sionMATH™ teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher’s Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact with teachers and other students to develop conceptual understanding.

Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas. en**Vi**sionMATH™ created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers. Guiding questions in blue type help the teacher guide students through the examples, ask probing questions to stimulate higher order thinking, and allow for checking of understanding.

### **Differentiated Instruction**

en**Vi**sionMATH™ engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a “Try Again” at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

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### **Differentiated Instruction**

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## Table of Contents

Kindergarten	1
Grade One	16
Grade Two	32
Grade Three	51
Grade Four	76
Grade Five	103
Grade Six	129

**Scott Foresman – Addison Wesley enVisionMATH  
to the  
Arizona Mathematics Standards Articulated by Grade Level  
Kindergarten**

<b>Strand 1: Number and Operations</b>		
<b>Concept 1: Number Sense</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Express whole numbers 0 to 20 using and connecting multiple representations.</p> <p>Connections: M00-S1C1-02, M00-S1C1-04, M00-S1C3-01, M00-S2C1-01, M00-S2C1-02, M00-S2C3-01, M00-S4C4-02</p>	<p>M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b> This objective is taught, practiced, reviewed, and assessed throughout the <i>enVision Math</i> curriculum. Sample references are cited here. <b>SE/TE: Topic 4:</b> 51A-52C, 53A-54C, 55A-56C, 57A-58C, 59A-60C, 61A-62C, <b>Topic 5:</b> 75A-76C, 77A-78C, 79A-80C, 81A-82C, 83A-84C, 85A-86C, 87A-88C, 89A-90C, 91A-92C, 93A-94C <b>Topic 6:</b> 101A-102C, 103A-104C, 105A-106C, 107A-108C, <b>Topic 10:</b> 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-188C, <b>Topic 11:</b> 195A-196C, 197A-198C, 199A-200C, 201A-202C, 203A-204C, 205A-206C, <b>Topic 12:</b> 213A-214C, 215A-216C, 217A-218C, 219A-220C, 221A-222C, 223A-224C, 225A-226C, 227A-228C, 229A-230C</p> <p><b>Process Integration</b> <b>M00-S5C2-04:</b> <b>SE/TE: Topic 4:</b> 69A-70C, <b>Topic 12:</b> 211G-211H</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Count forward to 20 and backward from 10 with or without objects using different starting points.</p> <p>Connections: M00-S1C1-01, M00-S1C3-01, M00-S2C1-02, M00-S2C3-01, M00-S4C4-02</p>	<p>M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 4:</b> 49I-49J, 49, 51A-52C, 55A-56C, 61A-61, 69A, 71-72A, <b>Topic 5:</b> 73I-73J, 73, 75A-76C, 81A-82C, 87A-88C, 96-96A, 97-98B, <b>Topic 6:</b> 99 (Review What You Know), 101A, 105A (Daily Spiral Review Master), 106-106A, 109A, <b>Topic 10:</b> 175 (Review What You Know) , <b>Topic 12:</b> 211I-211J, 213A-214C, 215A-216C, 217A-218C, 219A-220C, 223A-224C, 225A-226C, 227A-228C, 229A-230C, 233-234C</p> <p><b>Process Integration</b>  <b>M00-S5C2-04:</b>  <b>SE/TE: Topic 5:</b> 96-96A, <b>Topic 12:</b> 211I-211J</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Identify numbers which are one more or less than a given number to 20.</p> <p>Connections: M00-S1C2-02</p>	<p>M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 3:</b> 43-44C, <b>Topic 4:</b> 49B, 65A-66C, 67A-68C, 71, <b>Topic 5:</b> 93A-94C, 97-97A, <b>Topic 6:</b> 99I-99J, 99-100, 103, 104B, 107A-108C, 109-110A, 110C, 111-111A, <b>Topic 11:</b> 198-198A, 199-200, 200B-200C, <b>Topic 12:</b> 211F, 223A-224C, 231-232A, 232C</p> <p><b>Process Integration</b>  <b>M00-S5C2-04:</b>  <b>SE/TE: Topic 4:</b> 65, <b>Topic 6:</b> 109A-110C</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<u><b>Performance Objectives</b></u>	<u><b>Process Integration</b></u>	<u><b>Scott Foresman-AddisonWesley enVisionMATH</b></u>
<p>PO 4. Compare and order whole numbers through 20.</p> <p>Connections: M00-S1C1-01, M00-S2C1-02</p>	<p>M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 4:</b> 49B, 63A-64C, 65A-66C, 67A-68C, 71, <b>Topic 5:</b> 93A-94C, 97-97A, 97C, <b>Topic 6:</b> 99A-99J, 99-100, 101A-102C, 103A-104C, 105A-106C, 107A-108C, 109-110A, 110C, 111-112A, <b>Topic 8:</b> 150B-C, <b>Topic 11:</b> 199A-200C, <b>Topic 12:</b> 223A-224C, 231-232A, 232C, <b>Topic 16:</b> 289-290C, 304B-304C</p> <p><b>Process Integration</b>  <b>M00-S5C2-04:</b>  <b>SE/TE: Topic 6:</b> 99G-H, 109A-110C</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 5. Recognize and compare the ordinal position of at least five objects.</p> <p>Connections: M00-S2C1-02, M00-S4C4-01</p>	<p>M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 5:</b>  <b>Arizona Connections Booklet: Lesson 5</b>  <b>SE/TE: Topic 8:</b> 135B-135E, 135H-135J, 135-136, 143A-144C, 145A-146C, 147A-148C, 149A-150A, 150B-150C, <b>Topic 12:</b> 231A (Daily Spiral Review Master)</p> <p><b>Process Integration</b>  <b>M00-S5C2-04:</b>  <b>SE/TE: Topic 8:</b> 143, 147A-148C</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Numerical Operations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Solve contextual problems by developing, applying, and recording strategies with sums and minuends to 10 using objects, pictures, and symbols.</p> <p>Connections: M00-S1C2-02, M00-S1C2-03, M00-S2C1-02, M00-S3C1-02, M00-S3C3-02</p>	<p>M00-S5C2-01. Identify the question(s) asked and any other questions that need to be answered in order to find a solution.</p> <p>M00-S5C2-02. Identify the given information that can be used to find a solution.</p> <p>M00-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p> <p>M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 10:</b> 175I-175J, 177A-178C, 179A-180C, 181A-182C, 184-184A, 186-186C, 187A-188C, 189A-190C, 191-192A, <b>Topic 11:</b> 193E-193J, 193-194, 195A-196C, 197A-198C, 199A-200C, 201A-202C, 203A-204C, 205A-206C, 207A-208C, 209-210B</p> <p><b>Process Integration</b>  <b>M00-S5C2-01:</b>  <b>Arizona Connections Booklet:</b> Lesson 8  <b>SE/TE: Topic 10:</b> 189A-190C, <b>Topic 11:</b> 207A-208C</p> <p><b>M00-S5C2-02:</b>  <b>SE/TE: Topic 10:</b> 189A-190C, <b>Topic 11:</b> 207A-208C</p> <p><b>M00-S5C2-03:</b>  <b>SE/TE: Topic 10:</b> 189A-190C, <b>Topic 11:</b> 207A-208C</p> <p><b>M00-S5C2-04:</b>  <b>SE/TE: Topic 10:</b> 189A-190C, <b>Topic 11:</b> 207A-208C</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Develop and use multiple strategies to determine</p> <ul style="list-style-type: none"> <li>• sums to 10 and</li> <li>• differences with minuends to 10.</li> </ul> <p>Connections: M00-S1C1-03, M00-S1C2-01, M00-S1C2-03, M00-S2C1-02, M00-S3C1-02, M00-S3C3-01, M00-S3C3-02</p>	<p>M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p> <p>M00-S5C2-05. Explain and clarify mathematical thinking.</p> <p>M00-S5C2-06. Determine whether a solution is reasonable.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 5:</b> 84C (Enrichment Master), <b>Topic 10:</b> 175A-175J, 175-176, 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-188C, 189A-190C, 191-192A, <b>Topic 11:</b> 193A-193J, 193-194, 195A-196C, 197A-198C, 199A-200C, 201A-202C, 203A-204C, 205A-206C, 207A-208C, 209-210B</p> <p><b>Process Integration</b>  <b>M00-S5C2-04:</b>  <b>SE/TE: Topic 10:</b> 189A-190C, <b>Topic 11:</b> 207A-208C</p> <p><b>M00-S5C2-05:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 10:</b> 189A-190C, <b>Topic 11:</b> 207A-208C</p> <p><b>M00-S5C2-06:</b>  <b>Arizona Connections Booklet:</b> Lesson 7  <b>SE/TE: Topic 10:</b> 189A-190C, <b>Topic 11:</b> 207A-208C</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Create word problems based on sums to 10 and differences with minuends to 10.</p> <p>Connections: M00-S1C2-01, M00-S1C2-02</p>	<p>M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 10:</b> 175I-175J, 177A-178C, 179A-180C, 181A-182C, 184-184A, 186-186C, 187A-188C, 189A-190C, <b>Topic 11:</b> 193E-193F, 193I-193J, 195A-196C, 197A-198C, 199A-200C, 205A-206C, 207A-208C</p> <p><b>Process Integration</b>  <b>M00-S5C2-04:</b>  <b>SE/TE: Topic 10:</b> 189A-190C, <b>Topic 11:</b> 207A-208C</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b>Concept 3: Estimation</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Identify quantities to 20 as more or less than 5 or as more or less than 10.  Connections: M00-S1C1-01, M00-S1C1-02, M00-S2C3-01	M00-S5C2-05. Explain and clarify mathematical thinking.	<b>PO 1:</b> <b>Arizona Connections Booklet:</b> Lesson 4 <b>SE/TE: Topic 5:</b> 63A-64C, 65A-66C, 67A-68C, 71, 97C, <b>Topic 6:</b> 99B, 99D, 101A-102C, 103A-104C, 105A-106C, 111-112A <b>Topic 8:</b> 150B-C (Ex. 11), <b>Topic 11:</b> 199A-200C, <b>Topic 16:</b> 289-290C, 304B-304C  <b>Process Integration</b> <b>M00-S5C2-05:</b> <b>Arizona Connections Booklet:</b> Lesson 2 <b>SE/TE: Topic 6:</b> 103, 105  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic
<b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>		
<b>Concept 1: Data Analysis (Statistics)</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Construct simple displays of data using objects or pictures.  Connections: M00-S1C1-01, M00-S2C1-02, M00-S2C3-01, SC00-S1C4-01	M00-S5C2-05. Explain and clarify mathematical thinking.	<b>PO 1:</b> <b>SE/TE: Topic 5:</b> 95A-96C, <b>Topic 16:</b> 287C-D, 287F-J, 287-288, 290-290A, 290C, 291A-292C, 293A-294C, 295A-296C, 297A-298C, 299A Problem of the Day), 301A-302C, 303-304C  <b>Process Integration</b> <b>M00-S5C2-05:</b> <b>Arizona Connections Booklet:</b> Lesson 2 <b>SE/TE: Topic 5:</b> 95A-96C, <b>Topic 16:</b> 301A-302C  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Ask and answer questions by counting, comparing quantities, and interpreting simple displays of data.</p> <p>Connections: M00-S1C1-01, M00-S1C1-02, M00-S1C1-04, M00-S1C1-05, M00-S1C2-01, M00-S1C2-02, M00-S2C1-01</p>	<p>M00-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 9  <b>SE/TE: Topic 4:</b> 49I-49J, 49, 51A-52C, 55A-56C, 61A-61, 63A-64C, 65A-66C, 67A-68C, 69A, 71-72A, <b>Topic 5:</b> 73I-73J, 73, 75A-76C, 81A-82C, 87A-88C, 95A-96C, 97-98B, <b>Topic 6:</b> 99 (Review What You Know), 99B, 99D, 101A-102C, 103A-104C, 105A-106C, 109A, <b>Topic 10:</b> 175 (Review What You Know)  <b>Topic 11:</b> 199A-200C, <b>Topic 12:</b> 211I-211J, 213A-214C, 215A-216C, 217A-218C, 219A-220C, 223A-224C, 225A-226C, 227A-228C, 229A-230C, 233-234C, <b>Topic 16:</b> 287C-D, 287F-J, 287-288, 290-290A, 290C, 291A-292C, 293A-294C, 295A-296C, 297A-298C, 299A Problem of the Day), 301A-302C, 303-304C</p> <p><b>Process Integration</b>  <b>M00-S5C2-05:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 5:</b> 95A-96C, <b>Topic 16:</b> 301A-302C</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Probability</b>		
In Grade K, there are no performance objectives in this concept. Performance objectives begin in Grade 3.		
<b>Concept 3: Systematic Listing and Counting</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p><i>Students are expected to:</i></p> <p>PO 1. Sort, classify, count, and represent up to 20 objects and justify the sorting rule.</p> <p>Connections: M00-S1C1-01, M00-S1C1-02, M00-S1C3-01, M00-S2C1-01</p>	<p>M00-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 1:</b> 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13-14A, <b>Topic 3:</b> 33A, <b>Topic 7:</b> 113I-J, 113, 125A-126C, 127A-128C, 129A-130C, 1132C, 133, 133B, 134</p> <p><b>Process Integration</b>  <b>M00-S5C2-05:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 5:</b> 5, 11A-12C</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 4: Vertex-Edge Graphs</b>		
In Grade K, there are no performance objectives in this concept. Performance objectives begin in Grade 2.		
<b>Strand 3: Patterns, Algebra, and Functions</b>		
<b>Concept 1: Patterns</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Recognize, describe, extend, create, and record simple repeating patterns.	M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.  M00-S5C2-05. Explain and clarify mathematical thinking.	<b>PO 1:</b> <b>SE/TE: Topic 3:</b> 31A-31J, 31-32, 33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A, 44C (Enrichment Master), 45A-46C, 47-48B  <b>Process Integration</b> <b>M00-S5C2-04:</b> <b>SE/TE: Topic 3:</b> 31G-31H, 36-36A  <b>M00-S5C2-05:</b> <b>Arizona Connections Booklet:</b> Lesson 2 <b>SE/TE: Topic 3:</b> 31F, 37  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic
PO 2. Recognize, describe, extend, and record simple growing patterns.  Connections: M00-S1C2-01, M00-S1C2-02	M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.  M00-S5C2-05. Explain and clarify mathematical thinking.	<b>PO 2:</b> <b>Arizona Connections Booklet:</b> Lesson 3 <b>SE/TE: Topic 3:</b> 43-44C, <b>Topic 12:</b> 225A-226C, 227A-228C, 229A-230C, 233, 233B, 234B  <b>Teacher Resource Masters:</b> <b>Topic 4:</b> 55-58  <b>Process Integration</b> <b>M00-S5C2-04:</b> <b>SE/TE: Topic 3:</b> 44-44A, <b>Topic 12:</b> 225-226C  <b>M00-S5C2-05:</b> <b>Arizona Connections Booklet:</b> Lesson 2 <b>SE/TE: Topic 3:</b> 43, <b>Topic 12:</b> 227  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic

<b>Concept 2: Functions and Relationships</b>		
In Grade K, there are no performance objectives in this concept. Performance objectives begin in Grade 2.		
<b>Concept 3: Algebraic Representations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Record equivalent forms of whole numbers to 10 by constructing models and using numbers.  Connections: M00-S1C2-02	M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.  M00-S5C2-05. Explain and clarify mathematical thinking.	<b>PO 1:</b> <b>SE/TE: Topic 4:</b> 49A, 49C-49D, 49F-49J, 49-50, 51A-52C, 53A-54C, 55A-56C, 57A-58C, 59A-60C, 61A-62C, 65A, 67A, 68-68A, 68C, 71-72A, , <b>Topic 5:</b> 73A-73J, 73-74, 75A-76C, 77A-78C, 79A-80C, 81A-82C, 83A-84C, 85A-86C, 87A-88C, 89A-90C, 91A-92C, 93A-94C, 97-98B, <b>Topic 6:</b> 99A-99J, 99-100, 101A-102C, 103A-104C, 105A-106C, 107A-108C, 111-112A, <b>Topic 10:</b> 175A-175J, 175-176, 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-188C, 191-192A, <b>Topic 11:</b> 193A-193J, 193-194, 195A-196C, 197A-198C, 199A-200C, 201A-202C, 203A-204C, 205A-206C, 209-210A, <b>Topic 12:</b> 211A-211J, 211-212, 213A-214C, 215A-216C, 217A-218C, 219A-220C, 221A-222C, 223A-224C, 225A-226C, 227A-228C, 229A-230C, 233-234A  <b>Process Integration</b> <b>M00-S5C2-04:</b> <b>SE/TE: Topic 4:</b> 69A-70C, Topic 12: 211G-211H  <b>M00-S5C2-05:</b> <b>Arizona Connections Booklet:</b> Lesson 2 <b>SE/TE: Topic 4:</b> 57, <b>Topic 12:</b> 219  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Compare expressions using spoken words and the symbol =.</p> <p>Connections: M00-S1C2-01, M00-S1C2-02</p>	<p>M00-S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p> <p>M00-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 6  Students generate different combinations of parts to form the same whole.  <b>SE/TE: Topic 4:</b> 61A-62C, <b>Topic 5:</b> 77A-78C, 83A-84C, 89A-90C  <b>Teacher Resource Masters:</b>  <b>Topic 4:</b> 69-72, <b>Topic 5:</b> 43-46, 61-64, 79-82</p> <p><b>Process Integration</b>  <b>M00-S5C2-04:</b>  <b>SE/TE: Topic 4:</b> 61A-62C, <b>Topic 5:</b> 83A-84C</p> <p><b>M00-S5C2-05:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 5:</b> 77, 89</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 4: Analysis of Change</b>		
In Grade K, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Strand 4: Geometry and Measurement</b>		
<b>Concept 1: Geometric Properties</b>		
In Grade K, students develop basic ideas related to geometry as they name, draw, describe, and compare simple two-and three-dimensional figures and find these shapes around them.		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p><i>Students are expected to:</i></p> <p>PO 1. Identify, analyze, and describe circles, triangles, and rectangles (including squares) in different orientations and environments.</p> <p>Connections: M00-S4C1-02</p>	<p>M00-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 7:</b> 113A-H, 113-114, 115A-116C, 117A-118C, 119A-120C, 121A-122C, 123A-124C, 131A-132C, 133-134B</p> <p><b>Process Integration</b>  <b>M00-S5C2-05:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 7:</b> 117, 131</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Build, draw, compare, describe, and sort 2-dimensional figures (including irregular figures) using attributes.</p> <p>Connections: M00-S4C1-01</p>	<p>M00-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 1  <b>SE/TE: Topic 1:</b> 1A, 1D, 1F-1G, 3, 4-4C, 5A, 7A, 10-10A, 10C (Reteaching Master), 11A-12C, 13B-14A, <b>Topic 7:</b> 113A-H, 113-114, 115A-116C, 117A-118C, 119A-120C, 121A-122C, 123A-124C, 131A-132C, 133-134B</p> <p><b>Process Integration</b>  <b>M00-S5C2-05:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 1:</b> 11, <b>Topic 7:</b> 117</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

**Concept 2: Transformation of Shapes**

In Grade K, there are no performance objectives in this concept. Performance objectives begin in Grade 1.

**Concept 3: Coordinate Geometry**

In Grade K, there are no performance objectives in this concept. Performance objectives begin in Grade 4.

**Concept 4: Measurement**

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p><i>Students are expected to:</i></p>		
<p>PO 1. Compare and order objects according to observable and measureable attributes.</p> <p>Connections: M00-S1C1-05, SC00-S1C1-05, SC00-S1C3-02, SC00-S5C1-02</p>	<p>M00-S5C2-05. Explain and clarify mathematical thinking.</p> <p>M00-S5C2-06. Determine whether a solution is reasonable.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 9:</b> 151A-151H, 151J, 152, 155A-156C, 157A-158C, 159A-160C, 161A-162C, 167A-168C, 169A-170C, 171A-172A, 172C, 173, 173B, 174</p> <p><b>Process Integration</b>  <b>M00-S5C2-05:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 9:</b> 151J, 157</p> <p><b>M00-S5C2-06:</b>  <b>Arizona Connections Booklet:</b> Lesson 7  <b>SE/TE: Topic 9:</b> 151G-151H, 161A-162C</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Use the attribute of length to describe and compare objects using non-standard units.</p> <p>Connections: M00-S1C1-01, M00-S1C1-02, SC00-S1C2-03</p>	<p>M00-S5C2-05. Explain and clarify mathematical thinking.</p> <p>M00-S5C2-06. Determine whether a solution is reasonable.</p>	<p><b>PO 2:</b>  <b>SE/TE:</b> 151A-151H, 151J, 152, 155A-156C, 157A-158C, 159A-160C, 161A-162C, 173, 173B, 174</p> <p><b>Process Integration</b>  <b>M00-S5C2-05:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 9:</b> 155, 159</p> <p><b>M00-S5C2-06:</b>  <b>Arizona Connections Booklet:</b> Lesson 7  <b>SE/TE: Topic 9:</b> 151G-151H, 161A-162C</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

**Strand 5: Structure and Logic**

**Concept 1: Algorithms and Algorithmic Thinking**

In Grade K, there are no performance objectives in this concept. Performance objectives begin in Grade 4.

**Concept 2: Logic, Reasoning, Problem Solving, and Proof**

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p><i>Students are expected to:</i></p>	<p>Some of the Strand 5 Concept 2 performance objectives are listed throughout the grade level document in the Process Integration Column (2nd column). Since these performance objectives are connected to the other content strands, the process integration column is not used in this section next to those performance objectives.</p>	
<p>PO 1. Identify the question(s) asked and any other questions that need to be answered in order to find a solution.</p>		<p><b>PO 1:</b>  <b>Arizona Connections Booklet: Lesson 8</b></p> <p>Students develop a variety of reading comprehension and problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; or Use Reasoning. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Finally, each lesson in all of the topics includes problem-based instruction through Pose the Problem in Interactive Learning. Identifying the question being asked is part of the Read and Understand phase of the problem-solving process.</p> <p>Sample References:</p> <p><b>SE/TE: Topic 1:</b> 11A-12C, <b>Topic 2:</b> 27A-28C, <b>Topic 3:</b> 41A-42C, 48B, <b>Topic 4:</b> 69A-70C, <b>Topic 5:</b> 95A-96C, <b>Topic 6:</b> 109A-110C, <b>Topic 7:</b> 131A-132C, 134B, <b>Topic 8:</b> 141A-142C, 147A-148C, <b>Topic 9:</b> 161A-162C, 171A-172C, <b>Topic 10:</b> 189A-190C, <b>Topic 11:</b> 210B, <b>Topic 12:</b> 231A-232C, <b>Topic 13:</b> 247A-248C, <b>Topic 14:</b> 265A-266C, 268B, <b>Topic 15:</b> 283A-284C, <b>Topic 16:</b> 301A-302C</p>



<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 2. Identify the given information that can be used to find a solution.</p>		<p><b>PO 2:</b>  Students develop a variety of reading comprehension and problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; or Use Reasoning. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Finally, each lesson in all of the topics includes problem-based instruction through Pose the Problem in Interactive Learning. Identifying the given information is part of the Read and Understand phase of the problem-solving process.  Sample References:  <b>SE/TE: Topic 1:</b> 11A-12C, <b>Topic 2:</b> 27A-28C, <b>Topic 3:</b> 41A-42C, 48B, <b>Topic 4:</b> 69A-70C, <b>Topic 5:</b> 95A-96C, <b>Topic 6:</b> 109A-110C, <b>Topic 7:</b> 131A-132C, 134B, <b>Topic 8:</b> 141A-142C, 147A-148C, <b>Topic 9:</b> 161A-162C, 171A-172C, <b>Topic 10:</b> 189A-190C, <b>Topic 11:</b> 210B, <b>Topic 12:</b> 231A-232C, <b>Topic 13:</b> 247A-248C, <b>Topic 14:</b> 265A-266C, 268B, <b>Topic 15:</b> 283A-284C, <b>Topic 16:</b> 301A-302C</p>
<p>PO 3. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p>		<p><b>PO 3:</b>  Students develop a variety of reading comprehension and problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; or Use Reasoning. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Finally, each lesson in all of the topics includes problem-based instruction through Pose the Problem in Interactive Learning. Selecting from a variety of problem-solving strategies is part of the Plan and Solve phase of the problem-solving process.  Sample References:  <b>SE/TE: Topic 1:</b> 11A-12C, <b>Topic 2:</b> 27A-28C, <b>Topic 3:</b> 41A-42C, 48B, <b>Topic 4:</b> 69A-70C, <b>Topic 5:</b> 95A-96C, <b>Topic 6:</b> 109A-110C, <b>Topic 7:</b> 131A-132C, 134B, <b>Topic 8:</b> 141A-142C, 147A-148C, <b>Topic 9:</b> 161A-162C, 171A-172C, <b>Topic 10:</b> 189A-190C, <b>Topic 11:</b> 210B, <b>Topic 12:</b> 231A-232C, <b>Topic 13:</b> 247A-248C, <b>Topic 14:</b> 265A-266C, 268B, <b>Topic 15:</b> 283A-284C, <b>Topic 16:</b> 301A-302C</p>

<u><b>Performance Objectives</b></u>	<u><b>Process Integration</b></u>	<u><b>Scott Foresman-AddisonWesley enVisionMATH</b></u>
<p>PO 4. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>		<p><b>PO 4:</b>  Students use a variety of concrete objects and manipulatives, pictures and graphs, and words and symbols to model problem situations in every lesson throughout the curriculum. For example, to learn and practice skills and concepts of addition, students read stories, draw pictures, and manipulate crayons, cubes, and counters to model joining situations, and they progress from drawing pictures to combining words and numbers to using the symbols “+” and “=” to write addition sentences.  Sample References:  <b>SE/TE:</b>  <b>Topic 1:</b> 9-10A, <b>Topic 2:</b> 21-22A, <b>Topic 3:</b> 43-44A, <b>Topic 4:</b> 65-66A, <b>Topic 5:</b> 93-94A, <b>Topic 6:</b> 101-102A, <b>Topic 7:</b> 127-128A, <b>Topic 8:</b> 141-142A, <b>Topic 9:</b> 161-162A, <b>Topic 11:</b> 197-180A, 207-208A, <b>Topic 12:</b> 221-222A, <b>Topic 13:</b> 237-238A, <b>Topic 14:</b> 259-260A, <b>Topic 15:</b> 277-288A</p>
<p>PO 5. Explain and clarify mathematical thinking.</p>		<p><b>PO 5:</b>  <b>Arizona Connections Booklet:</b> Lesson 2</p> <p>Each lesson in the enVision Math curriculum includes an Interactive Learning feature in the TE which sets forth suggestions for eliciting communication from students. The teacher and students discuss and restate the purpose of the lesson, go over the math vocabulary associated with the lesson, pose and restate the problem, and explain and clarify mathematical thinking as they discuss possible models for solving the problem in large or small groups.  Sample References:  <b>SE/TE: Topic 1:</b> 3, 7, <b>Topic 2:</b> 17, 23, <b>Topic 3:</b> 33, 39, <b>Topic 4:</b> 51, 61, <b>Topic 5:</b> 75, 85, <b>Topic 6:</b> 101, 107, <b>Topic 7:</b> 115, 125, <b>Topic 8:</b> 137, 147, <b>Topic 9:</b> 153, 163, <b>Topic 10:</b> 177, 187, <b>Topic 11:</b> 195, 205, <b>Topic 12:</b> 213, 223, <b>Topic 13:</b> 237, 247, <b>Topic 14:</b> 253, 263, <b>Topic 15:</b> 271, 281, <b>Topic 16:</b> 289, 299</p>
<p>PO 6. Determine whether a solution is reasonable.</p>		<p><b>PO 6:</b>  <b>Arizona Connections Booklet:</b> Lesson 7</p> <p>Students develop a variety of reading comprehension and problem-solving skills and strategies throughout the curriculum.</p>

		<p>Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; or Use Reasoning. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Finally, each lesson in all of the topics includes problem-based instruction through Pose the Problem in Interactive Learning. Determining whether a solution is reasonable is part of the Look Back and Check phase of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 11A-12C, <b>Topic 2:</b> 27A-28C, <b>Topic 3:</b> 41A-42C, 48B, <b>Topic 4:</b> 69A-70C, <b>Topic 5:</b> 95A-96C, <b>Topic 6:</b> 109A-110C, <b>Topic 7:</b> 131A-132C, 134B, <b>Topic 8:</b> 141A-142C, 147A-148C, <b>Topic 9:</b> 161A-162C, 171A-172C, <b>Topic 10:</b> 189A-190C, <b>Topic 11:</b> 210B, <b>Topic 12:</b> 231A-232C, <b>Topic 13:</b> 247A-248C, <b>Topic 14:</b> 265A-266C, 268B, <b>Topic 15:</b> 283A-284C, <b>Topic 16:</b> 301A-302C</p>
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**Scott Foresman – Addison Wesley enVisionMATH  
to the  
Arizona Mathematics Standards Articulated by Grade Level  
Grade One**

<b>Strand 1: Number and Operations</b>		
<b>Concept 1: Number Sense</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Express whole numbers 0 to 100, in groups of tens and ones using and connecting multiple representations.</p> <p>Connections: M01-S1C1-02, M01-S1C1-04, M01-S1C2-02, M01-S1C3-01, M01-S2C1-01, M01-S2C1-02, M01-S2C3-01, M01-S3C1-02, M01-S3C3-01, M01-S4C4-01, M01-S4C4-02</p>	<p>M01-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b> This objective is taught, practiced, reviewed, and assessed throughout the <i>enVision Math</i> curriculum. Sample references are cited here. <b>SE/TE: Topic 1:</b> 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, <b>Topic 10:</b> 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B, 287A-290B, 291A-294B, 295A-298B, <b>Topic 11:</b> 303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323A-326B, <b>Topic 20:</b> 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B, 637A-640B</p> <p><b>Process Integration</b> <b>M01-S5C2-04:</b> <b>SE/TE: Topic 1:</b> 23A-26B, <b>Topic 20:</b> 637A-640B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Count forward to 100 and backward from 100 by 1s and 10s using different starting points, and count forward to 100 by 2s and 5s.</p> <p>Connections: M01-S1C1-01, M01-S1C2-02, M01-S1C3-01, M01-S2C1-01, M01-S2C1-02, M01-S3C1-02, M01-S4C4-01</p>	<p>M01-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 1:</b> 3A-6B, 7A-10B, 11A-14B, <b>Topic 10:</b> 261A-261H, 261-262, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299-300</p> <p><b>Process Integration</b> <b>M01-S5C2-04:</b> <b>SE/TE: Topic 10:</b> 261G-261H, 267</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Identify numbers which are 10 more or less than a given number to 90.</p> <p>Connections: M01-S1C2-02, M01-S3C1-02</p>	<p>M01-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 3:</b>  <b>Arizona Connections Booklet:</b> Lesson 4  <b>SE/TE: Topic 10:</b> 261A-261C, 271A-274B, 275A-278B, 279-282, 282B, 292-294B, 298, 300,  <b>Topic 11:</b> 301C, 302, 319-322B, 323-326B, <b>Topic 12:</b> 331A-334B, <b>Topic 20:</b> 617A-620B, 625A-628B, 629A-632B</p> <p><b>Process Integration</b>  <b>M01-S5C2-05:</b>  <b>SE/TE: Topic 20:</b> 617, 625</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Compare and order whole numbers through 100 by applying the concepts of place value.</p> <p>Connections: M01-S1C1-01, M01-S1C3-01, M01-S2C1-02, M01-S3C3-02</p>	<p>M01-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 4:</b>  <b>SE/TE:</b>  <b>Topic 12:</b> 329A-329H, 329-330, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B, 359A-362B, 363-364C</p> <p><b>Process Integration</b>  <b>M01-S5C2-05:</b>  <b>SE/TE: Topic 12:</b> 339, 343</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 5. Recognize and compare ordinal numbers, first through tenth.</p> <p>Connections: M01-S4C4-03</p>	<p>M01-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 5:</b>  <b>SE/TE: Topic 10:</b> 287A-290B, 291A, 299, 299B</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 10:</b> 67-72</p> <p><b>Process Integration</b>  <b>M01-S5C2-04:</b>  <b>SE/TE: Topic 10:</b> 288-290, 290B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Numerical Operations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Solve contextual problems using multiple representations for addition and subtraction facts.</p> <p>Connections: M01-S1C2-02, M01-S1C2-03, M01-S1C2-04, M01-S1C2-05, M01-S2C1-02, M01-S3C1-02, M01-S3C3-03</p>	<p>M01-S5C2-01. Identify the question(s) asked and any other questions that need to be answered in order to find a solution.</p> <p>M01-S5C2-02. Identify the given information that can be used to find a solution.</p> <p>M01-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p> <p>M01-S5C2-05. Explain and clarify mathematical thinking.</p> <p>M01-S5C2-06. Determine whether a solution is reasonable.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 3:</b> 51-54B, 55A-58B, 60-62B, 63A (Problem of the Week), 66, 66B, 67A-70B, 71, 75A-78B, 79-80A, <b>Topic 4:</b> 81G-81H, 84-86B, 87A-87, 90, 90B, 91A-91, 94-94B, 95A-95, 98-98B, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 115-116C, <b>Topic 6:</b> 141G-141H, 143A-146B, 147-150B, 151A-151, 154-154A, 158, 159, 162, 162B, 163A-166B, 167-168A, <b>Topic 7:</b> 171, 174, 178, 186, 187A-190B, 191-191C</p> <p><b>Process Integration</b>  <b>M01-S5C2-01:</b>  <b>SE/TE: Topic 3:</b> 67, 91</p> <p><b>M01-S5C2-02:</b>  <b>SE/TE: Topic 3:</b> 67, 75</p> <p><b>M01-S5C2-03:</b>  <b>SE/TE: Topic 3:</b> 67A-70B, 75A-78B</p> <p><b>M01-S5C2-05:</b>  <b>SE/TE: Topic 3:</b> 67, 103</p> <p><b>M01-S5C2-06:</b>  <b>SE/TE: Topic 3:</b> 77-78 (Look Back and Check), <b>Topic 4:</b> 113-114 (Look Back and Check)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Demonstrate addition and subtraction of numbers that total less than 100 by using various representations that connect to place value concepts.</p> <p>Connections: M01-S1C1-01, M01-S1C1-02, M01-S1C1-03, M01-S1C2-01, M01-S1C2-05, M01-S2C1-02, M01-S3C3-01, M01-S3C3-02, M01-S3C3-03</p>	<p>M01-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 6:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168, <b>Topic 7:</b> 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, 191-192, <b>Topic 16:</b> 479A-479H, 479-480, 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, 501A-504B, 505A-508B, 509A-512B, 513-514B, <b>Topic 17:</b> 515A-H, 515-516, 517A-520B, 521A-524B, 525A-528B, 529A-532B, 533A-536B, 537-538, <b>Topic 20:</b> 607A-607H, 607-608, 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B, 637A-640B, 641-642C</p> <p><b>Process Integration</b>  <b>M01-S5C2-04:</b>  <b>SE/TE: Topic 16:</b> 493A-496B, <b>Topic 17:</b> 533A-536B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Develop and use multiple strategies for addition facts to 10+10 and their related subtraction facts.</p> <p>Connections: M01-S1C2-01, M01-S1C2-04, M01-S1C2-05, M01-S2C1-02, M01-S3C1-02, M01-S3C3-01, M01-S3C3-02, M01-S3C3-03</p>	<p>M01-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 6:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168, <b>Topic 7:</b> 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, 191-192</p> <p><b>Process Integration</b>  <b>M01-S5C2-03:</b>  <b>SE/TE: Topic 6:</b> 163A-166B, <b>Topic 7:</b> 187A-190B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 4. Create word problems based on addition and subtraction facts.</p> <p>Connections: M01-S1C2-01, M01-S1C2-03, M01-S1C3-01, M01-S2C1-02, M01-S3C3-03</p>	<p>M01-S5C2-01. Identify the question(s) asked and any other questions that need to be answered in order to find a solution.</p> <p>M01-S5C2-02. Identify the given information that can be used to find a solution.</p>	<p><b>PO 4:</b>  <b>Arizona Connections Booklet: Lesson 7</b>  <b>SE/TE: Topic 3:</b> 54, 58, 62, 66, 67A-70B, 74, 76-77, 79-80A,  <b>Topic 4:</b> 81G-81H, 86, 86B, 87A, 90, 90B, 91A-91, 94-94B,  95A, 98-98B, 99A-102B, 103A-106B, 107A, 110, 110B, 111A-  114B, 115-116C, <b>Topic 6:</b> 141G-141H, 143, 146, 147, 150,  151, 154, 158, 162, 162B, 163A-166B, 167-168A, <b>Topic 7:</b>  171, 174, 178, 186, 187A-190B, 191-191C</p> <p><b>Process Integration</b>  <b>M01-S5C2-01:</b>  <b>SE/TE: Topic 3:</b> 67, <b>Topic 4:</b> 91</p> <p><b>M01-S5C2-02:</b>  <b>SE/TE: Topic 4:</b> 99, 111</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 5. Apply properties to solve addition/subtraction problems</p> <ul style="list-style-type: none"> <li>identity property of addition/subtraction and</li> <li>commutative property of addition.</li> </ul> <p>Connections: M01-S1C2-01, M01-S1C2-02, M01-S1C2-03, M01-S3C3-01, M01-S3C3-03</p>	<p>M01-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 5:</b>  <b>SE/TE: Topic 1:</b> 27B, 27C, <b>Topic 3:</b> 49B, 49C, 71A-74B, 79,  79B, 80, <b>Topic 6:</b> 143-146, 146B (Intervention), 168, <b>Topic 17:</b>  515B, 515-516, 521-524B, 537, 537B, 538</p> <p><b>Process Integration</b>  <b>M01-S5C2-05:</b>  <b>SE/TE: Topic 3:</b> 71, <b>Topic 17:</b> 521</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b>Concept 3: Estimation</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Use estimation to determine if sums are more or less than 5, more or less than 10, or more or less than 20.</p> <p>Connections: M01-S1C1-01, M01-S1C1-02, M01-S1C1-04, M01-S1C2-04</p>	<p>M01-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p> <p>M01-S5C2-06. Determine whether a solution is reasonable.</p>	<p>PO 1: <b>Arizona Connections Booklet: Lesson 3</b></p> <p>Students estimate measurements, including length and time, and locations on a number line. <b>SE/TE: Topic 12:</b> 347A-350B, 363, <b>Topic 14:</b> 399-402B, 403-406B, 447-447A, <b>Topic 15:</b> 465-468B, 477, 477B, 478, <b>Topic 20:</b> 623, 631, 636, 642B</p> <p><b>Process Integration</b> <b>M01-S5C2-03:</b> <b>SE/TE: Topic 12:</b> 350, <b>Topic 14:</b> 402</p> <p><b>M01-S5C2-06:</b> <b>SE/TE: Topic 14:</b> 399, 405-406</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>		
<b>Concept 1: Data Analysis (Statistics)</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Collect, record, organize, and display data using tally charts or pictographs.</p> <p>Connections: M01-S1C1-01, M01-S1C1-02, M01-S2C1-02, SC01-S1C2-04, SC01-S1C4-01</p>	<p>M01-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p>PO 1: <b>SE/TE: Topic 18:</b> 539A-539H, 539-540, 541A-544B, 545A-548B, 549A-552B, 553A-556B, 557A-560B, 561A-564B, 565A-568B, 569A-572B, 581-582B</p> <p><b>Process Integration</b> <b>M01-S5C2-04:</b> <b>SE/TE: Topic 18:</b> 562-564, 566-568</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Ask and answer questions by interpreting simple displays of data, including tally charts or pictographs.</p> <p>Connections: M01-S1C1-01, M01-S1C1-02, M01-S1C1-04, M01-S1C2-01, M01-S1C2-02, M01-S1C2-03, M01-S1C2-04, M01-S2C1-01, SC01-S1C4-01</p>	<p>M01-S5C2-01. Identify the question(s) asked and any other questions that need to be answered in order to find a solution.</p> <p>M01-S5C2-02. Identify the given information that can be used to find a solution.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 8  <b>SE/TE: Topic 18:</b> 539A-539H, 539-540, 541A-544B, 545A-548B, 549A-552B, 553A-556B, 557A-560B, 561A-564B, 565A-568B, 569A-572B, 581-582B</p> <p><b>Process Integration</b>  <b>M01-S5C2-01:</b>  <b>SE/TE: Topic 18:</b> 545, 565</p> <p><b>M01-S5C2-02:</b>  <b>SE/TE: Topic 18:</b> 557, 561</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Probability</b>		
In Grade 1, there are no performance objectives in this concept. Performance objectives begin in Grade 3		
<b>Concept 3: Systematic Listing and Counting</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Use Venn diagrams to sort, classify, and count objects and justify the sorting rule.</p> <p>Connections: M01-S1C1-01, M01-S4C1-02, SC01-S1C3-01, SC01-S5C1-01, SC01-S5C1-02</p>	<p>M01-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 9  <b>SE/TE: Topic 8:</b> 236 (TE margin refers to Extension), <b>Topic 9:</b> 240E (Extensions for Lesson 8-11)</p> <p><b>Process Integration</b>  <b>M01-S5C2-05:</b>  <b>SE/TE: Topic 8:</b> 240E (Extensions for Lesson 8-11)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 4: Vertex-Edge Graphs</b>		
In Grade 1, there are no performance objectives in this concept. Performance objectives begin in Grade 2.		
<b>Strand 3: Patterns, Algebra, and Functions</b>		
<b>Concept 1: Patterns</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Recognize, describe, extend, create, and record repeating patterns.</p> <p>Connections: M01-S4C1-01</p>	<p>M01-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 9:</b> 241A-241H, 241-242, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259-260</p> <p><b>Process Integration</b> <b>M01-S5C2-04:</b> <b>SE/TE: Topic 9:</b> 244-246, 251</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Recognize, describe, extend, create, and record growing patterns.</p> <p>Connections: M01-S1C1-01, M01-S1C1-02, M01-S1C1-03, M01-S1C2-01, M01-S1C2-03</p>	<p>M01-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p> <p>M01-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols</p>	<p><b>PO 2:</b> Arizona Connections Booklet: Lesson 2 <b>SE/TE: Topic 9:</b> 257, 259, <b>Topic 10:</b> 271A-274B, 275A-278B, 279A-282B, 283A (Problem of the Day), 291A-294B, 295A-298B, 299-300</p> <p><b>Process Integration</b> <b>M01-S5C2-03:</b> <b>SE/TE: Topic 10:</b> 278, 295A-298B</p> <p><b>M01-S5C2-04:</b> <b>SE/TE: Topic 10:</b> 272-274, 292-294</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Functions and Relationships</b>		
In Grade 1, there are no performance objectives in this concept. Performance objectives begin in Grade 2		
<b>Concept 3: Algebraic Representations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Record equivalent forms of whole numbers to 100 by constructing models and using numbers.</p> <p>Connections: M01-S1C1-01, M01-S1C2-02, M01-S1C2-03, M01-S1C2-05, M01-S3C3-02</p>	<p>M01-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 1:</b> 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, <b>Topic 10:</b> 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B, 287A-290B, 291A-294B, 295A-298B, <b>Topic 11:</b> 303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323A-326B, <b>Topic 20:</b> 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B, 637A-640B</p> <p><b>Process Integration</b>  <b>MO1-S5C2-04:</b>  <b>SE/TE: Topic 2:</b> 23A-26B, <b>Topic 20:</b> 637A-640B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Compare expressions using spoken words and the symbols = and <math>\neq</math>.</p> <p>Connections: M01-S1C1-04, M01-S1C2-02, M01-S1C2-03, M01-S3C3-01</p>	<p>M01-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 5</p> <p>Students generate different combinations of addends to form the same sum.  <b>SE/TE: Topic 3:</b> 51A-54B, 55A-58B, 59A-62B, 63A-66B, 72-74B, 78A, 79B, 80, <b>Topic 4:</b> 84-85, 87-89, 91-93, <b>Topic 5:</b> 127A-130B, 131-133, 134B, 135-138B, 139-140A, <b>Topic 6:</b> 145 (Ex. 12), 159-162A, <b>Topic 11:</b> 319-322B, <b>Topic 16:</b> 497-500B, 501-504B</p> <p><b>Process Integration</b>  <b>MO1-S5C2-05:</b>  <b>SE/TE: Topic 5:</b> 135, <b>Topic 11:</b> 322</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Represent a word problem requiring addition or subtraction facts using an equation.</p> <p>Connections: M01-S1C2-01, M01-S1C2-02, M01-S1C2-03, M01-S1C2-04, M01-S1C2-05</p>	<p>M01-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 3:</b> 54, 58, 62, 66, 67A-70B, 74, 76-77, 79-80A,  <b>Topic 4:</b> 81G-81H, 86, 86B, 87A, 90, 90B, 91A-91, 94-94B, 95A, 98-98B, 99A-102B, 103A-106B, 107A, 110, 110B, 111A-114B, 115-116C, <b>Topic 6:</b> 141G-141H, 143, 146, 147, 150, 151, 154, 158, 162, 162B, 163A-166B, 167-168A, <b>Topic 7:</b> 171, 174, 178, 186, 187A-190B, 191-191C</p> <p><b>Process Integration</b>  <b>M01-S5C2-04:</b>  <b>SE/TE: Topic 3:</b> 70, <b>Topic 4:</b> 103</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 4: Analysis of Change</b>		
In Grade 1, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Strand 4: Geometry and Measurement</b>		
<b>Concept 1: Geometric Properties</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Identify and draw 2-dimensional geometric figures based on given attributes regardless of size or orientation.</p> <p>Connections: M01-S3C1-01</p>	<p>M01-S5C2-02. Identify the given information that can be used to find a solution.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 8:</b> 193A-H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215A-218B, 219A-222B, 223A-226B, 239-240B</p> <p><b>Process Integration</b>  <b>M01-S5C2-02:</b>  <b>SE/TE: Topic 8:</b> 199, 211</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Compare and sort basic 2-dimensional figures (including irregular figures) using attributes and explain the reasoning for the sorting.</p> <p>Connections: M01-S2C3-01</p>	<p>M01-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 1  <b>SE/TE: Topic 8:</b> 193B, 199A-202B, 239</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 8:</b> 50-55</p> <p><b>Process Integration</b>  <b>M01-S5C2-05:</b>  <b>SE/TE: Topic 8:</b> 199, 200-202</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Describe the results of composing and decomposing 2-dimensional figures</p>	<p>M01-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 8:</b> 193, 203A-206B, 207A-210B, 211A, 239-239C</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 8: Topic 3:</b> 57-59, 61</p> <p><b>Process Integration</b>  <b>M01-S5C2-05:</b>  <b>SE/TE: Topic 8:</b> 203, 207</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Transformation of Shapes</b>		
In Grade 1, there are no performance objectives in this concept. Performance objectives begin in Grade 2.		
<b>Concept 3: Coordinate Geometry</b>		
In Grade 1, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Concept 4: Measurement</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Compare and order objects according to length, capacity, and weight.</p> <p>Connections: M01-S1C1-01, M01-S1C1-02, SC01-S1C1-01, SC01-S1C3-01, SC01-S5C1-01</p>	<p>M01-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 14:</b> 393A-393H, 393-394, 395A-398B, 399A-402B, 403A-406B, 407A-410B, 411A-414B, 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B, 447-450A</p> <p><b>Process Integration</b> <b>M01-S5C2-05:</b> <b>SE/TE: Topic 14:</b> 419, 431</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Measure and compare the length of objects using the benchmark of one inch.</p> <p>Connections: M01-S1C1-01, SC01-S1C2-03</p>	<p>M01-S5C2-06. Determine whether a solution is reasonable.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 14:</b> 393B-393H, 393-394, 395A-398B, 399A-402B, 403A-406B, 407A-410B, 411A-414B, 415A-418B, 447-450A</p> <p><b>Process Integration</b> <b>M01-S5C2-06:</b> <b>SE/TE: Topic 14:</b> 403, 407</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Sequence the days of the week and the months of the year.</p> <p>Connections: M01-S1C1-05</p>		<p><b>PO 3:</b> Arizona Connections Booklet: Lesson 6 <b>SE/TE: Topic 15:</b> 469A-472B, 477-477B</p> <p><b>Teacher Resource Masters:</b> <b>Topic 15:</b> 51-54</p>

<b>Strand 5: Structure and Logic</b>		
<b>Concept 1: Algorithms and Algorithmic Thinking</b>		
In Grade 1, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Concept 2: Logic, Reasoning, Problem Solving, and Proof</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
	Some of the Strand 5 Concept 2 performance objectives are listed throughout the grade level document in the Process Integration Column (2nd column). Since these performance objectives are connected to the other content strands, the process integration column is not used in this section next to those performance objectives.	
PO 1. Identify the question(s) asked and any other questions that need to be answered in order to find a solution.		<p><b>PO 1:</b> Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Missing or Extra Information; Two-Question Problems; or Use Data from a Table. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes a Problem Solving page in the SE and problem-based instruction through Interactive Learning in the TE. Identifying the question being asked is part of the Read and Understand phase of the problem-solving process.</p> <p>Sample References: <b>SE/TE: Topic 1:</b> 23A-26B, <b>Topic 2:</b> 43A-46B, <b>Topic 3:</b> 75A-78B, <b>Topic 4:</b> 111A-114B, <b>Topic 5:</b> 135A-138B, <b>Topic 6:</b> 163A-166B, <b>Topic 7:</b> 187A-190B, <b>Topic 8:</b> 235A-238B, <b>Topic 9:</b> 255A-258B, <b>Topic 10:</b> 295A-298B, <b>Topic 11:</b> 323A-326B, <b>Topic 12:</b> 359A-362B, <b>Topic 13:</b> 387A-390B, <b>Topic 14:</b> 403A-406B, <b>Topic 15:</b> 473A-476B, <b>Topic 16:</b> 493A-496B, 509A-512B, <b>Topic 18:</b> 569A-572B, <b>Topic 19:</b> 601A-604B, <b>Topic 20:</b> 637A-640B</p>



<u><b>Performance Objectives</b></u>	<u><b>Process Integration</b></u>	<u><b>Scott Foresman-AddisonWesley enVisionMATH</b></u>
<p>PO 2. Identify the given information that can be used to find a solution.</p>		<p><b>PO 2:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Missing or Extra Information; Two-Question Problems; or Use Data from a Table. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes a Problem Solving page in the SE and problem-based instruction through Interactive Learning in the TE. Identifying the given information is part of the Read and Understand phase of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 23A-26B, 43A-46B, 75A-78B, <b>Topic 4:</b> 111A-114B, <b>Topic 5:</b> 135A-138B, <b>Topic 6:</b> 163A-166B, <b>Topic 7:</b> 187A-190B, <b>Topic 8:</b> 235A-238B, <b>Topic 9:</b> 255A-258B, <b>Topic 10:</b> 295A-298B, <b>Topic 11:</b> 323A-326B, <b>Topic 12:</b> 359A-362B, <b>Topic 13:</b> 387A-390B, <b>Topic 14:</b> 403A-406B, <b>Topic 15:</b> 473A-476B, <b>Topic 16:</b> 493A-496B, 509A-512B, <b>Topic 18:</b> 569A-572B, <b>Topic 19:</b> 601A-604B, <b>Topic 20:</b> 637A-640B</p>
<p>PO 3. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p>		<p><b>PO 3:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Missing or Extra Information; Two-Question Problems; or Use Data from a Table. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes a Problem Solving page in the SE and problem-based instruction through Interactive Learning in the TE. Selecting from a variety of problem-solving strategies is part of the Plan and Solve phase of the problem-solving process.</p> <p>Sample References:  <b>SE/TE:</b>  <b>Topic 1:</b> 23A-26B, 43A-46B, 75A-78B, <b>Topic 4:</b> 111A-114B, <b>Topic 5:</b> 135A-138B, <b>Topic 6:</b> 163A-166B, <b>Topic 7:</b> 187A-190B, <b>Topic 8:</b> 235A-238B, <b>Topic 9:</b> 255A-258B, <b>Topic 10:</b> 295A-298B, <b>Topic 11:</b> 323A-326B, <b>Topic 12:</b> 359A-362B, <b>Topic 13:</b> 387A-390B, <b>Topic 14:</b> 403A-406B, <b>Topic 15:</b> 473A-476B, <b>Topic 16:</b> 493A-496B, 509A-512B, <b>Topic 18:</b> 569A-572B, <b>Topic 19:</b> 601A-604B, <b>Topic 20:</b> 637A-640B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 4. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>		<p><b>PO 4:</b>  Students use a variety of concrete objects and manipulatives, pictures and graphs, and words and symbols to model problem situations in every lesson throughout the curriculum. For example, to learn and practice skills and concepts of addition, students read stories, draw pictures, and manipulate connecting cubes and counters to model joining situations, and they progress from drawing pictures to combining words and numbers to using the symbols “+” and “=” to write addition sentences.  Sample References:  <b>SE/TE: Topic 1:</b> 11-14B, <b>Topic 2:</b> 39-42B, <b>Topic 3:</b> 59-62B, <b>Topic 4:</b> 91-94B, <b>Topic 5:</b> 123-126B, <b>Topic 6:</b> 163-166B, <b>Topic 7:</b> 179-182B, <b>Topic 10:</b> 275-278B, <b>Topic 11:</b> 311-314B, <b>Topic 12:</b> 339-342B, <b>Topic 14:</b> 399-402B, <b>Topic 15:</b> 469-472B, <b>Topic 16:</b> 489-492B, <b>Topic 17:</b> 533-536B, <b>Topic 18:</b> 561-564B, <b>Topic 19:</b> 601-604B, <b>Topic 20:</b> 613-616B</p>
<p>PO 5. Explain and clarify mathematical thinking.</p>		<p><b>PO 5:</b>  Each lesson in the enVision Math curriculum includes an Interactive Learning feature in the TE which sets forth suggestions for eliciting communication from students. The teacher and students discuss and restate the purpose of the lesson, go over the math vocabulary associated with the lesson, pose and restate the problem, and explain and clarify mathematical thinking as they discuss possible models for solving the problem in large or small groups.  Sample References:  <b>SE/TE: Topic 1:</b> 3, 15, <b>Topic 2:</b> 31, 39, <b>Topic 3:</b> 51, 63, <b>Topic 4:</b> 83, 95, <b>Topic 5:</b> 119, 127, <b>Topic 6:</b> 143, 155, <b>Topic 7:</b> 171, 183, <b>Topic 8:</b> 195, 207, <b>Topic 9:</b> 243, 255, <b>Topic 10:</b> 263, 275, <b>Topic 11:</b> 303, 315, <b>Topic 12:</b> 331, 343, <b>Topic 13:</b> 367, 379, <b>Topic 14:</b> 395, 407, <b>Topic 15:</b> 453, 465, <b>Topic 16:</b> 481, 493, <b>Topic 17:</b> 517, 529, <b>Topic 18:</b> 541, 553, 585, <b>Topic 19:</b> 597, <b>Topic 20:</b> 609, 621</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 6. Determine whether a solution is reasonable.</p>		<p><b>PO 6:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Missing or Extra Information; Two-Question Problems; or Use Data from a Table. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes a Problem Solving page in the SE and problem-based instruction through Interactive Learning in the TE. Determining whether a solution is reasonable is part of the Look Back and Check phase of the problem-solving process.  Sample References:  <b>SE/TE: Topic 1:</b> 23A-26B, <b>Topic 2:</b> 43A-46B, <b>Topic 3:</b> 75A-78B, <b>Topic 4:</b> 111A-114B, <b>Topic 5:</b> 135A-138B, <b>Topic 6:</b> 163A-166B, <b>Topic 7:</b> 187A-190B, <b>Topic 8:</b> 235A-238B, <b>Topic 9:</b> 255A-258B, <b>Topic 10:</b> 295A-298B, <b>Topic 11:</b> 323A-326B, <b>Topic 12:</b> 359A-362B, <b>Topic 13:</b> 387A-390B, <b>Topic 14:</b> 403A-406B, <b>Topic 15:</b> 473A-476B, <b>Topic 16:</b> 493A-496B, 509A-512B, <b>Topic 18:</b> 569A-572B, <b>Topic 19:</b> 601A-604B, <b>Topic 20:</b> 637A-640B</p>

**Scott Foresman – Addison Wesley enVisionMATH  
to the  
Arizona Mathematics Standards Articulated by Grade Level  
Grade Two**

<b>Strand 1: Number and Operations</b>		
<b>Concept 1: Number Sense</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Express whole numbers 0 to 1000, in groups of hundreds, tens and ones using and connecting multiple representations.</p> <p>Connections: M02-S1C1-02, M02-S1C1-03, M02-S1C1-04, M02-S1C1-05, M02-S1C1-06, M02-S2C1-01, M02-S2C1-02, M02-S2C3-01, M02-S2C3-02, M02-S3C3-01, M02-S4C4-01, M02-S4C4-02</p>	<p>M02-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols</p>	<p><b>PO 1:</b> This objective is taught, practiced, reviewed, and assessed throughout the <i>enVision Math</i> curriculum. Sample references are cited here. <b>SE/TE: Topic 1:</b> 3A-6B, 11A-14B, 27A-30B, <b>Topic 2:</b> 35A-38B, 59A-62B, <b>Topic 3:</b> 71A-74B, <b>Topic 4:</b> 99A-102B, 103A-106B, 119A-122B, 135A-138B, <b>Topic 8:</b> 219A-226B, <b>Topic 9:</b> 251A-258B, <b>Topic 17:</b> 519A-522B, 543A-546B, <b>Topic 18:</b> 559A-562B</p> <p><b>Process Integration</b> <b>M02-S5C2-04:</b> <b>SE/TE: Topic 4:</b> 135A-138B, <b>Topic 17:</b> 543A-546B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Count forward to 1000 and backward from 1000 by 1s, 10s, and 100s using different starting points.</p> <p>Connections: M02-S1C1-01, M02-S1C1-04, M02-S1C2-06, M02-S1C3-01, M02-S2C1-01, M02-S2C1-02, M02-S2C3-01, M02-S2C3-02, M02-S3C3-01, M02-S4C4-01, M02-S4C4-02, M02-S4C4-03</p>		<p><b>PO 2:</b> <b>SE/TE: Topic 4:</b> 97C, 99A-102B, 103A-106B, 107A-110B, 127A-130B, 131A-134B, 135A-138B, 139-140E, <b>Topic 5:</b> 143A-146B, 151A-154B, <b>Topic 17:</b> 5156A-518B, 543-546B, 547-547C, <b>Topic 18:</b> 568-569, <b>Topic 19:</b> 590</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Identify numbers which are 100 more or less than a given number to 900.</p> <p>Connections: M02-S1C1-01, M02-S1C3-01</p>	<p>M02-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 3:</b>  <b>Arizona Connections Booklet:</b> Lesson 10  <b>SE/TE: Topic 17:</b> 523A-526B, 527-530B, 547-547C</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 17:</b> 49-52, 55-58</p> <p><b>Process Integration</b>  <b>M02-S5C2-05:</b>  <b>SE/TE: Topic 17:</b> 523, 527</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Compare and order whole numbers through 1000 by applying the concept of place value.</p> <p>Connections: M02-S1C1-01, M02-S1C1-02, M02-S3C3-02</p>	<p>M02-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M02-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 4:</b> 97B, 97, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 139-140D, <b>Topic 17:</b> 509B-509E, 531A-534B, 535A-538B, 539A-542B, 547-548A</p> <p><b>Process Integration</b>  <b>M02-S5C2-04:</b>  <b>SE/TE: Topic 4:</b> 111A-114B, <b>Topic 17:</b> 536-538</p> <p><b>M02-S5C2-05:</b>  <b>SE/TE: Topic 4:</b> 119, <b>Topic 17:</b> 531</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 5. Count money to \$1.00.</p> <p>Connections: M02-S1C1-01, M02-S1C2-01, M02-S1C2-02</p>		<p><b>PO 5:</b>  <b>SE/TE: Topic 5:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 6. Sort whole numbers through 1000 into odd and even, and justify the sort.</p> <p>Connections: M02-S1C1-01, M02-S1C2-01</p>	<p>M02-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 6:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 4:</b> 97D, 131A-134B, 139-140C</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 4:</b> 85-90</p> <p><b>Process Integration</b>  <b>M02-S5C2-05:</b>  <b>SE/TE: Topic 4:</b> 131, 134</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Numerical Operations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Solve contextual problems using multiple representations involving</p> <ul style="list-style-type: none"> <li>• addition and subtraction with one-and/or two-digit numbers,</li> <li>• multiplication for 1s, 2s, 5s, and 10s, and</li> <li>• adding and subtracting money to \$1.00.</li> </ul> <p>Connections: M02-S1C1-05, M02-S1C1-06, M02-S1C2-02, M02-S1C2-03, M02-S1C2-04, M02-S1C2-05, M02-S1C2-06, M02-S1C2-08, M02-S2C1-02, M02-S2C3-01, M02-S2C3-02, M02-S3C1-01, M02-S3C1-02, M02-S3C2-01, M02-S3C3-03, M02-S4C4-02</p>	<p>M02-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p> <p>M02-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M02-S5C2-06. Determine whether a solution is reasonable.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 1:</b> 6-6B, 7A-10B, 11A-11, 14-14B, 15A-18B, 19A-22B, 27A-30B, <b>Topic 2:</b> 62, 63A-66B, <b>Topic 3:</b> 91A-94B, <b>Topic 10:</b> 283A-286B, 295A-298B, <b>Topic 19:</b> 599A-602B, 606, 611A-614B</p> <p><b>Process Integration</b>  <b>M02-S5C2-03:</b>  <b>SE/TE: Topic 1:</b> 27A-30B, <b>Topic 2:</b> 63A-66B</p> <p><b>M02-S5C2-04:</b>  <b>SE/TE: Topic 1:</b> 7A-10B, 20-22</p> <p><b>M02-S5C2-06:</b>  <b>SE/TE: Topic 1:</b> 29-30, <b>Topic 3:</b> 93-94</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Demonstrate the ability to add and subtract whole numbers (to at least two digits) and decimals (in the context of money)</p> <ul style="list-style-type: none"> <li>with up to three addends and</li> <li>to \$1.00.</li> </ul> <p>Connections: M02-S1C1-05, M02-S1C2-01, M02-S1C2-03, M02-S1C2-05, M02-S1C2-07, M02-S1C2-08, M02-S1C3-01, M02-S2C1-02, M02-S3C1-01, M02-S3C1-02, M02-S3C2-01, M02-S3C3-02, M02-S3C3-04</p>	<p>M02-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 2:</b> 51A-54B, <b>Topic 8:</b> 235A-238B, 239A-242B, 243-246B, 247B-247C, 248B-248C, <b>Topic 10:</b> 283A-286B, 291A-294B, 295A-298B, 303A-306B, <b>Topic 18:</b> 559A-562B, 563A-566B, 567A-570B, 575A-578B, 579A-582B</p> <p><b>Process Integration</b>  <b>M02-S5C2-04:</b>  <b>SE/TE: Topic 8:</b> 243-246B, <b>Topic 10:</b> 286</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Demonstrate fluency of addition and subtraction facts.</p> <p>Connections: M02-S1C2-01, M02-S1C2-02, M02-S1C2-04, M02-S1C2-08, M02-S2C3-02, M02-S3C2-01, M02-S3C3-02, M02-S3C3-03, M02-S3C3-04</p>		<p><b>PO 3:</b>  <b>SE/TE: Topic 2:</b> 35A-38B, 39A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, <b>Topic 3:</b> 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, <b>Topic 6:</b> 171A-174B, 175A-178B, <b>Topic 7:</b> 195A-198B</p>
<p>PO 4. Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.</p> <p>Connections: M02-S1C2-01, M02-S1C2-03, M02-S3C3-03</p>	<p>M02-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 1:</b> 23A-26B, 27A (Spiral Review), 31F-32A, <b>Topic 3:</b> 69B-69C, 69G-69H, 69, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 96-96A, <b>Topic 7:</b> 207-210B, 215-215B</p> <p><b>Process Integration</b>  <b>M02-S5C2-05:</b>  <b>SE/TE: Topic 1:</b> 23, <b>Topic 3:</b> 75</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 5. Create and solve word problems based on addition and subtraction of two-digit numbers.</p> <p>Connections: M02-S1C2-01, M02-S1C2-02, M02-S2C1-02, M02-S3C3-03</p>	<p>M02-S5C2-01. Identify the question(s) asked and any other questions that need to be answered in order to find a solution.</p> <p>M02-S5-C2-02. Identify the given information that can be used to find a solution.</p>	<p><b>PO 5:</b> <b>SE/TE: Topic 8:</b> 226, 230, 234, 238, 243A-246B, <b>Topic 9:</b> 258, 262, 266, 270, 274, 278, 278B, <b>Topic 10:</b> 286, 298, 307A-310B</p> <p><b>Process Integration</b> <b>M02-S5C2-01:</b> <b>SE/TE: Topic 9:</b> 276, <b>Topic 10:</b> 307</p> <p><b>M02-S5C2-02:</b> <b>SE/TE: Topic 9:</b> 275, <b>Topic 10:</b> 308</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 6. Demonstrate the concept of multiplication for 1s, 2s, 5s, and 10s.</p> <p>Connections: M02-S1C1-02, M02-S1C2-01, M02-S2C1-01, M02-S2C1-02, M02-S3C1-01, M02-S3C1-02, M02-S3C2-01</p>	<p>M02-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 6:</b> <b>Arizona Connections Booklet:</b> Lesson 11 <b>SE/TE: Topic 19:</b> 589A-589H, 589-590, 591A-594B, 595A-598B, 599A-602B, 603A-606B, 607A-610B, 611A-614B, 615-616</p> <p><b>Process Integration</b> <b>M02-S5C2-04:</b> <b>SE/TE: Topic 19:</b> 594, 611A-614B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 7. Describe the effect of operations (addition and subtraction) on the size of whole numbers.</p> <p>Connections: M02-S1C2-02</p>	<p>M02-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 7:</b> Sample References: <b>SE/TE: Topic 1:</b> 1A-1H, 1-2, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, 31-32, <b>Topic 10:</b> 281A-281H, 281-282, 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299A-302B, 303A-306B, 307A-310B, 311-312B</p> <p><b>Process Integration</b> <b>M02-S5C2-05:</b> <b>SE/TE: Topic 1:</b> 7, <b>Topic 10:</b> 299</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 8. Apply properties to solve addition/subtraction problems</p> <ul style="list-style-type: none"> <li>identity property of addition/subtraction,</li> <li>commutative property of addition, and</li> <li>associative property of addition.</li> </ul> <p>Connections: M02-S1C2-01, M02-S1C2-02, M02-S1C2-03</p>	<p>M02-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 8:</b>  <b>Arizona Connections Booklet:</b> Lesson 1  <b>SE/TE: Topic 1:</b> 23A-26, 31F, <b>Topic 2:</b> 33B, 33E-33H, 33, 35A-38B, 39A, 47A-50B, 51A-54B, 55A, 63A (Spiral Review), 63A-66B, 67-68A, <b>Topic 3:</b> 69B, <b>Topic 8:</b> 239A-242B, 247B-247C, 248B-248C</p> <p><b>Process Integration</b>  <b>M02-S5C2-05:</b>  <b>SE/TE: Topic 2:</b> 35, 47</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 3: Estimation</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.</p> <p>Connections: M02-S1C1-02, M02-S1C1-03, M02-S1C2-02, M02-S2C1-01, M02-S2C1-02</p>	<p>M02-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p> <p>M02-S5C2-06. Determine whether a solution is reasonable.</p>	<p><b>PO 1:</b>  Students estimate sums and differences of 2-digit numbers and 3-digit numbers.  <b>SE/TE: Topic 10:</b> 287A-290B, 291A, 299A-302B, 303A (Spiral Review), 307A (Spiral Review), 311-312A, <b>Topic 17:</b> 548B, <b>Topic 18:</b> 555A-558B, 559A, 571A-574B, 575A, 579A, 587-587C</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 10:</b> 29, 31-34, 53, 59  <b>Topic 18:</b> 33, 35-38, 57, 59-62</p> <p><b>Process Integration</b>  <b>M02-S5C2-03:</b>  <b>SE/TE: Topic 10:</b> 290, <b>Topic 18:</b> 555</p> <p><b>M02-S5C2-06:</b>  <b>SE/TE: Topic 10:</b> 287, <b>Topic 18:</b> 557-558</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>		
<b>Concept 1: Data Analysis (Statistics)</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Collect, record, organize, and display data using pictographs, frequency tables, or single bar graphs.</p> <p>Connections: M02-S1C1-01, M02-S1C1-02, M02-S1C2-06, M02-S1C3-01, M02-S2C1-02, SC02-S1C2-04, SC02-S1C3-01, SS02-S4C1-04, SS02-S4C6-02</p>	<p>M02-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 16:</b> 477A-477H, 477-478, 479A-482B, 483A-486B, 487A-490B, 491A-494B, 495, 499-502, 503A-506B, 507-508E</p> <p><b>Process Integration</b> <b>M02-S5C2-04:</b> <b>SE/TE: Topic 16:</b> 486, 503A-506B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Formulate and answer questions by interpreting displays of data, including pictographs, frequency tables, or single bar graphs.</p> <p>Connections: M02-S1C1-01, M02-S1C1-02, M02-S1C2-01, M02-S1C2-02, M02-S1C2-05, M02-S1C2-06, M02-S1C3-01, M02-S2C1-01, SC02-S1C1-01, SC02-S1C3-01, SS02-S4C6-02</p>	<p>M02-S5C2-01. Identify the question(s) asked and any other questions that need to be answered in order to find a solution.</p> <p>M02-S5C2-02. Identify the given information that can be used to find a solution.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 16:</b> 477A-477H, 477-478, 479A-482B, 483A-486B, 487A-490B, 491A-494B, 495, 499-502, 503A-506B, 507-508E</p> <p><b>Process Integration</b> <b>M02-S5C2-01:</b> <b>SE/TE: Topic 16:</b> 479, 499</p> <p><b>M02-S5C2-02:</b> <b>SE/TE: Topic 16:</b> 483, 495</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Probability</b>		
<b>In Grade 2, there are no performance objectives in this concept. Performance objectives begin in Grade 3.</b>		
<b>Concept 3: Systematic Listing and Counting</b>		
<p>PO 1. List all possibilities in counting situations.</p> <p>Connections: M02-S1C1-01, M02-S1C1-02, M02-S1C2-01</p>	<p>M02-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p>	<p><b>PO 1:</b> <b>Arizona Connections Booklet:</b> Lesson 5 <b>SE/TE: Topic 16:</b> 477B, 477E, 478, 495A-498B, 499A-502B, 503A, 507-508C, 508F</p> <p><b>Process Integration</b> <b>M02-S5C2-03:</b> <b>SE/TE: Topic 16:</b> 498, 502</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Solve a variety of problems based on the addition principle of counting.</p> <p>Connections: M02-S1C1-01, M02-S1C1-02, M02-S1C2-01, M02-S1C2-03, M02-S3C1-01, M02-S3C3-03</p>	<p>M02-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 6  Sample References:  <b>SE/TE: Topic 1:</b> 1A-1H, 1-2, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, 31-32, <b>Topic 10:</b> 281A-281H, 281-282, 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299A-302B, 303A-306B, 307A-310B, 311-312B</p> <p><b>Process Integration</b>  <b>M02-S5C2-03:</b>  <b>SE/TE: Topic 1:</b> 27A-30B, <b>Topic 10:</b> 307A-310B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 4: Vertex-Edge Graphs</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Color simple pictures or maps using the least number of colors and justify the coloring.</p>	<p>M02-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p> <p>M02-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 7  <b>SE/TE: Topic 11:</b> 324 (TE margin refers to Extension), 348C (Extension for Lesson 11-3)</p> <p><b>Process Integration</b>  <b>M02-S5C2-03:</b>  <b>SE/TE: Topic 11:</b> 348C (Extension for Lesson 11-3)</p> <p><b>M02-S5C2-05:</b>  <b>SE/TE: Topic 11:</b> 348C (Extension for Lesson 11-3)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Build vertex-edge graphs using concrete materials and explore simple properties of vertex-edge graphs</p> <ul style="list-style-type: none"> <li>• number of vertices and edges,</li> <li>• neighboring vertices, and</li> <li>• paths in a graph.</li> </ul> <p>Connections: M02-S2C4-03</p>		<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 8  Students locate and name points on a coordinate grid, and describe paths from the origin to these points.  <b>SE/TE: Topic 16:</b> 491A-494B, 495A, 507-507B</p> <p><b>Teacher Resource Materials:</b>  <b>Topic 16:</b> 49-52, 54</p> <p><b>Process Integration</b>  <b>M02-S5C2-04:</b>  <b>SE/TE: Topic 16:</b> 491, 494</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Construct simple vertex-edge graphs from simple pictures or maps.</p> <p>Connections: M02-S2C4-02</p>	<p>M02-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols</p>	<p><b>PO 3:</b>  <b>Arizona Connections Booklet:</b> Lesson 9</p> <p>Students locate and name points on a coordinate grid, and describe paths from the origin to these points.  <b>SE/TE: Topic 16:</b> 491A-494B, 495A, 507-507B</p> <p><b>Teacher Resource Materials:</b>  <b>Topic 16:</b> 49-52, 54</p> <p><b>Process Integration</b>  <b>M02-S5C2-04:</b>  <b>SE/TE: Topic 16:</b> 491, 494</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Strand 3: Patterns, Algebra, and Functions</b>		
<b>Concept 1: Patterns</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Recognize, describe, extend, create, and find missing terms in a numerical or symbolic pattern.</p> <p>Connections: M02-S1C2-01, M02-S1C2-02, M02-S1C2-06, M02-S2C3-02, M02-S3C1-02, M02-S3C2-01, M02-S4C4-04</p>	<p>M02-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p> <p>M02-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 4:</b> 97D, 127A-130B, 131A-134B, 139-140C, <b>Topic 6:</b> 187A-190B, <b>Topic 11:</b> 335, 337-338, 338B, <b>Topic 17:</b> 543A-546B, 547-547C, <b>Topic 18:</b> 568-569, <b>Topic 19:</b> 589-590, <b>Topic 20:</b> 635A-638</p> <p><b>Process Integration</b>  <b>M02-S5C2-03:</b>  <b>SE/TE: Topic 6:</b> 187A-190B, <b>Topic 17:</b> 543-546B</p> <p><b>M02-S5C2-04:</b>  <b>SE/TE: Topic 4:</b> 130, <b>Topic 11:</b> 338</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Explain the rule for a given numerical or symbolic pattern and verify that the rule works.</p> <p>Connections: M02-S1C2-01, M02-S1C2-02, M02-S1C2-06, M02-S3C1-01, M02-S3C2-01</p>	<p>M02-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 4:</b> 127A-130B, 131A-134B, <b>Topic 6:</b> 187A-190B, <b>Topic 11:</b> 335, 337-338, 338B, <b>Topic 17:</b> 543-546B, <b>Topic 20:</b> 635A-638</p> <p><b>Process Integration</b>  <b>M02-S5C2-05:</b>  <b>SE/TE: Topic 4:</b> 127, <b>Topic 17:</b> 543</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Functions and Relationships</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Describe a rule that represents a given relationship between two quantities using words or pictures.</p> <p>Connections: M02-S1C2-01, M02-S1C1-02, M02-S1C2-03, M02-S1C2-06, M02-S3C1-01, M02-S3C1-02</p>	<p>M02-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p> <p>M02-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 6:</b> 188-190B, 191-192A, <b>Topic 20:</b> 617B, 634B (Enrichment), 635A-638B, 639-639B</p> <p><b>Process Integration</b> <b>M02-S5C2-03:</b> <b>SE/TE: Topic 6:</b> 188-190B, <b>Topic 20:</b> 635A-638B</p> <p><b>M02-S5C2-05:</b> <b>SE/TE: Topic 6:</b> 188 (Do you understand?), <b>Topic 20:</b> 635</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 3: Algebraic Representations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Record equivalent forms of whole numbers to 1000 by constructing models and using numbers.</p> <p>Connections: M02-S1C1-01, M02-S1C2-02</p>	<p>M02-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b> This objective is taught, practiced, reviewed, and assessed throughout the <i>enVision Math</i> curriculum. Sample references are cited here.</p> <p><b>SE/TE: Topic 1:</b> 3A-6B, 11A-14B, 27A-30B, <b>Topic 2:</b> 35A-38B, 59A-62B, <b>Topic 3:</b> 71A-74B, <b>Topic 4:</b> 99A-102B, 103A-106B, 119A-122B, 135A-138B, <b>Topic 8:</b> 219A-226B, <b>Topic 9:</b> 251A-258B, <b>Topic 17:</b> 519A-522B, 543A-546B, <b>Topic 18:</b> 559A-562B</p> <p><b>Process Integration</b> <b>M02-S5C2-04:</b> <b>SE/TE: Topic 4:</b> 135A-138B, <b>Topic 17:</b> 543A-546B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Compare expressions using spoken words and the symbols =, ≠, &lt;, and &gt;.</p> <p>Connections: M02-S1C1-04, M02-S1C2-02, M02-S1C2-03</p>	<p>M02-S5C2-05. Explain and clarify mathematical thinking.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 3  <b>SE/TE: Topic 1:</b> 23A-26, 31F, <b>Topic 2:</b> 33B, 33E-33H, 33, 47A-50B, 51A (Spiral Review), 55A (Daily Spiral Review), 56-57, 58B, 59-61, 62B, 67-68A, <b>Topic 3:</b> 69B</p> <p><b>Process Integration</b>  <b>M02-S5C2-05:</b>  <b>SE/TE: Topic 1:</b> 23, <b>Topic 2:</b> 48-50</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Represent a word problem requiring addition or subtraction through 100 using an equation.</p> <p>Connections: M02-S1C2-01, M02-S1C2-03, M02-S1C2-04, M02-S1C2-05, M02-S2C3-02</p>	<p>M02-S5C2-04. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 8:</b> 222, 230, 234, 238, 243A-246B, <b>Topic 9:</b> 258, 262, 266, 270, 274, 278, 278B, <b>Topic 10:</b> 286, 298, 308-310B</p> <p><b>Process Integration</b>  <b>M02-S5C2-04:</b>  <b>SE/TE: Topic 8:</b> 243A-246B, <b>Topic 10:</b> 308-310B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Identify the value of an unknown number in an equation involving an addition or subtraction fact.</p> <p>Connections: M02-S1C2-02, M02-S1C2-03</p>	<p>M02-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 1:</b> 5, 13, <b>Topic 2:</b> 37, 45, <b>Topic 3:</b> 87-90B, 91A-94B, <b>Topic 6:</b> 177, 181, <b>Topic 7:</b> 197, 201, <b>Topic 8:</b> 221, 229, <b>Topic 9:</b> 257, 261, <b>Topic 18:</b> 553</p> <p><b>Process Integration</b>  <b>M02-S5C2-03:</b>  <b>SE/TE: Topic 3:</b> 87-90B, 91A-94B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 4: Analysis of Change</b>		
In Grade 2, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Strand 4: Geometry and Measurement</b>		
<b>Concept 1: Geometric Properties</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Describe and compare the attributes of polygons up to six sides using the terms side, vertex, point, and length.  Connections: M02-S4C2-01	M02-S5C2-05. Explain and clarify mathematical thinking.	<b>PO 1:</b> <b>SE/TE: Topic 11:</b> 313A-313F, 313, 315A (Problem of the Week), 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347-348B  <b>Process Integration</b> <b>M02-S5C2-05:</b> <b>SE/TE: Topic 11:</b> 323, 331  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic
<b>Concept 2: Transformation of Shapes</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Identify, with justification, whether a 2-dimensional figure has lines of symmetry.  Connections: M02-S4C1-01	M02-S5C2-05. Explain and clarify mathematical thinking.	<b>PO 1:</b> <b>SE/TE: Topic 11:</b> 313B, 339A-342B, 343A, 347-348A <b>Teacher Resource Masters:</b> <b>Topic 11:</b> 73, 75-78, 80  <b>Process Integration</b> <b>M02-S5C2-05:</b> <b>SE/TE:</b>  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic



<b>Concept 3: Coordinate Geometry</b>		
In Grade 2, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Concept 4: Measurement</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Tell time to the nearest minute using analog and digital clocks.  Connections: M02-S1C1-01, M02-S1C1-02, M02-S4C4-04		<b>PO 1:</b> <b>SE/TE: Topic 15:</b> 449A-449H, 449-450, 451A-454B, 455A-458B, 459A (Daily Spiral Review), 463A (Daily Spiral Review), 471A (Daily Spiral Review), 474, 475-476B
PO 2. Apply measurement skills to measure the attributes of an object (length, capacity, weight).  Connections: M02-S1C1-01, M02-S1C1-02, M02-S1C2-01, SC02-S1C2-03, SC02-S5C1-01	M02-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.	<b>PO 2:</b> <b>SE/TE: Topic 13:</b> 379A-382B, 383A-386B, 387A-390B, 391A-394B, 395A-398B, 399A-402B, 407A-410B, <b>Topic 14:</b> 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B, 443A-446B  <b>Process Integration</b> <b>M02-S5C2-03:</b> <b>SE/TE: Topic 13:</b> 407A-410B, <b>Topic 14:</b> 443A-446B  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic
PO 3. Read temperatures on a thermometer using Fahrenheit and Celsius.  Connections: M02-S1C1-02, SC02-S1C2-03, SC02-S6C3-01		<b>PO 3:</b> <b>SE/TE: Topic 15:</b> 449B, 467A-470B, 475-476B  <b>Teacher Resource Masters:</b> <b>Topic 15:</b> 49, 51-54

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 4. Demonstrate unit conversions</p> <ul style="list-style-type: none"> <li>• 1 foot = 12 inches,</li> <li>• 1 quart = 4 cups,</li> <li>• 1 pound = 16 ounces,</li> <li>• 1 hour = 60 minutes,</li> <li>• 1 day = 24 hours,</li> <li>• 1 week = 7 days, and</li> <li>• 1 year = 12 months.</li> </ul> <p>Connections: M02-S3C1-01, M02-S4C4-01</p>	<p>M02-S5C2-02. Identify the given information that can be used to find a solution.</p> <p>M02-S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p>	<p><b>PO 4:</b>  <b>Arizona Connections Booklet:</b> Lesson 4  <b>SE/TE: Topic 13:</b> 391-393, 394B (Reteaching), 395, 398, 398B, 412B, <b>Topic 14:</b> 413D-413E, 415A (Problem of the Day), 426B, <b>Topic 15:</b> 451, 453, 454B (Reteaching), 455, 463</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 13:</b> 52, 58  <b>Topic 14:</b> 30, 44, 46  <b>Topic 15:</b> 28</p> <p><b>Process Integration</b>  <b>M02-S5C2-02:</b>  <b>SE/TE: Topic 13:</b> 391, <b>Topic 15:</b> 463</p> <p><b>Process Integration</b>  <b>M02-S5C2-03:</b>  <b>SE/TE: Topic 13:</b> 412B (Extension for Lessons 13-4 and 13-5), <b>Topic 14:</b> 415A (Problem of the Day)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Strand 5: Structure and Logic</b>		
<b>Concept 1: Algorithms and Algorithmic Thinking</b>		
In Grade 2, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Concept 2: Logic, Reasoning, Problem Solving, and Proof</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
	Some of the Strand 5 Concept 2 performance objectives are listed throughout the grade level document in the Process Integration Column (2nd column). Since these performance objectives are connected to the other content strands, the process integration column is not used in this section next to those performance objectives.	
PO 1. Identify the question(s) asked and any other questions that need to be answered in order to find a solution.		<p><b>PO 1:</b> Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; Use a Graph; or Use Data from a Chart. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes a Problem Solving page in the SE and problem-based instruction through Interactive Learning in the TE. Identifying the question being asked is part of the Read and Understand phase of the problem-solving process. Sample References: <b>SE/TE: Topic 1:</b> 27A-30B, <b>Topic 2:</b> 63A-66B, <b>Topic 3:</b> 91A-94B, <b>Topic 4:</b> 135A-138B, <b>Topic 5:</b> 163A-166B, <b>Topic 6:</b> 187A-190B, <b>Topic 7:</b> 211A-214B, <b>Topic 8:</b> 243A-246B, <b>Topic 9:</b> 275A-278B, <b>Topic 10:</b> 307A-310B, <b>Topic 11:</b> 343A-346B, <b>Topic 12:</b> 371A-374B, <b>Topic 13:</b> 407A-410B, <b>Topic 14:</b> 443A-446B, <b>Topic 15:</b> 471A-474B, <b>Topic 16:</b> 503A-506B, <b>Topic 17:</b> 543A-546B, <b>Topic 18:</b> 583A-586B, <b>Topic 19:</b> 611A-614B, <b>Topic 20:</b> 635A-638B</p>

<u><b>Performance Objectives</b></u>	<u><b>Process Integration</b></u>	<u><b>Scott Foresman-AddisonWesley enVisionMATH</b></u>
<p>PO 2. Identify the given information that can be used to find a solution.</p>		<p><b>PO 2:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; Use a Graph; or Use Data from a Chart. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes a Problem Solving page in the SE and problem-based instruction through Interactive Learning in the TE. Identifying the given information is part of the Read and Understand phase of the problem-solving process.  Sample References:  <b>SE/TE: Topic 1:</b> 27A-30B, <b>Topic 2:</b> 63A-66B, <b>Topic 3:</b> 91A-94B, <b>Topic 4:</b> 135A-138B, <b>Topic 5:</b> 163A-166B, <b>Topic 6:</b> 187A-190B, <b>Topic 7:</b> 211A-214B, <b>Topic 8:</b> 243A-246B, <b>Topic 9:</b> 275A-278B, <b>Topic 10:</b> 307A-310B, <b>Topic 11:</b> 343A-346B, <b>Topic 12:</b> 371A-374B, <b>Topic 13:</b> 407A-410B, <b>Topic 14:</b> 443A-446B, <b>Topic 15:</b> 471A-474B, <b>Topic 16:</b> 503A-506B, <b>Topic 17:</b> 543A-546B, <b>Topic 18:</b> 583A-586B, <b>Topic 19:</b> 611A-614B, <b>Topic 20:</b> 635A-638B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 3. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p>		<p><b>PO 3:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; Use a Graph; or Use Data from a Chart. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes a Problem Solving page in the SE and problem-based instruction through Interactive Learning in the TE. Selecting from a variety of problem-solving strategies is part of the Plan and Solve phase of the problem-solving process.  Sample References:  <b>SE/TE: Topic 1:</b> 27A-30B, <b>Topic 2:</b> 63A-66B, <b>Topic 3:</b> 91A-94B, <b>Topic 4:</b> 135A-138B, <b>Topic 5:</b> 163A-166B, <b>Topic 6:</b> 187A-190B, <b>Topic 7:</b> 211A-214B, <b>Topic 8:</b> 243A-246B, <b>Topic 9:</b> 275A-278B, <b>Topic 10:</b> 307A-310B, <b>Topic 11:</b> 343A-346B, <b>Topic 12:</b> 371A-374B, <b>Topic 13:</b> 407A-410B, <b>Topic 14:</b> 443A-446B, <b>Topic 15:</b> 471A-474B, <b>Topic 16:</b> 503A-506B, <b>Topic 17:</b> 543A-546B, <b>Topic 18:</b> 583A-586B, <b>Topic 19:</b> 611A-614B, <b>Topic 20:</b> 635A-638B</p>
<p>PO 4. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>		<p><b>PO 4:</b>  Students use a variety of concrete objects and manipulatives, pictures and graphs, and words and symbols to model problem situations in every lesson throughout the curriculum. For example, to learn and practice skills and concepts of addition, students read stories, draw pictures, and manipulate connecting cubes and counters to model joining situations, and they progress from drawing pictures to combining words and numbers to using the symbols “+” and “=” to write addition sentences to using symbols to represent unknown quantities in equations involving addition.  Sample References:  <b>SE/TE: Topic 1:</b> 27A-30B, <b>Topic 2:</b> 63A-66B, <b>Topic 3:</b> 76-77, <b>Topic 4:</b> 111A-114B, <b>Topic 5:</b> 155A-158B, <b>Topic 6:</b> 183A-186B, <b>Topic 7:</b> 203A-206B, <b>Topic 8:</b> 231A-234B, <b>Topic 9:</b> 263A-266B, <b>Topic 12:</b> 355A-358B, <b>Topic 13:</b> 407A-410B, <b>Topic 17:</b> 515A-518B, <b>Topic 18:</b> 559A-562B, <b>Topic 19:</b> 595A-598B, <b>Topic 20:</b> 619A-622B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
PO 5. Explain and clarify mathematical thinking.		<p><b>PO 5:</b> Each lesson in the enVision Math curriculum includes an Interactive Learning feature in the TE which sets forth suggestions for eliciting communication from students. The teacher and students discuss and restate the purpose of the lesson, go over the math vocabulary associated with the lesson, pose and restate the problem, and explain and clarify mathematical thinking as they discuss possible models for solving the problem in large or small groups. Sample References: <b>SE/TE: Topic 1:</b> 27, <b>Topic 2:</b> 63, <b>Topic 3:</b> 91, <b>Topic 4:</b> 135, <b>Topic 5:</b> 163, <b>Topic 6:</b> 187, <b>Topic 7:</b> 211, <b>Topic 8:</b> 243, <b>Topic 9:</b> 275, <b>Topic 10:</b> 307, <b>Topic 11:</b> 343, <b>Topic 12:</b> 371, <b>Topic 13:</b> 407, <b>Topic 14:</b> 443, <b>Topic 15:</b> 471, <b>Topic 16:</b> 503, <b>Topic 17:</b> 543, <b>Topic 18:</b> 583, <b>Topic 19:</b> 611, <b>Topic 20:</b> 635</p>
PO 6. Determine whether a solution is reasonable.		<p><b>PO 6:</b> Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; Use a Graph; or Use Data from a Chart. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes a Problem Solving page in the SE and problem-based instruction through Interactive Learning in the TE. Determining whether a solution is reasonable is part of the Look Back and Check phase of the problem-solving process. Sample References: <b>SE/TE: Topic 1:</b> 27A-30B, <b>Topic 2:</b> 63A-66B, <b>Topic 3:</b> 91A-94B, <b>Topic 4:</b> 135A-138B, <b>Topic 5:</b> 163A-166B, <b>Topic 6:</b> 187A-190B, <b>Topic 7:</b> 211A-214B, <b>Topic 8:</b> 243A-246B, <b>Topic 9:</b> 275A-278B, <b>Topic 10:</b> 307A-310B, <b>Topic 11:</b> 343A-346B, <b>Topic 12:</b> 371A-374B, <b>Topic 13:</b> 407A-410B, <b>Topic 14:</b> 443A-446B, <b>Topic 15:</b> 471A-474B, <b>Topic 16:</b> 503A-506B, <b>Topic 17:</b> 543A-546B, <b>Topic 18:</b> 583A-586B, <b>Topic 19:</b> 611A-614B, <b>Topic 20:</b> 635A-638B</p>

**Scott Foresman – Addison Wesley enVisionMATH  
to the  
Arizona Mathematics Standards Articulated by Grade Level  
Grade Three**

<b>Strand 1: Number and Operations</b>		
<b>Concept 1: Number Sense</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Express whole numbers through six digits using and connecting multiple representations.</p> <p>Connections: M03-S1C1-02, M03-S1C1-03, M03-S1C2-01, M03-S1C2-03, M03-S2C1-01, M03S3C2-02, M03-S3C3-01</p>		<p><b>PO 1:</b> Sample References: <b>SE/TE: Topic 1:</b> 2A-2H, 2-3, 4A-5B, 6A-7B, 8A-9B, 10A-11B, 12A-15B, 16A-17B, 26A-28, <b>Topic 2:</b> 30A-30F, 30-31, 34A-35B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 60-62</p>
<p>PO 2. Compare and order whole numbers through six digits by applying the concept of place value.</p> <p>Connections: M03-S1C1-01, M03-S1C1-04, M03-S1C3-01, M03-S2C1-02, M03-S2C4-02, M03-S3C3-01</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 1:</b> 2B, 12A-14, 15A-15B, 16A-17B, 18A (Daily Spiral Review), 22A (Daily Spiral Review), 26, 28, <b>Topic 2:</b> 43, <b>Topic 5:</b> 114A-115B, 124, 131, <b>Topic 8:</b> 189, <b>Topic 9:</b> 222A-223B, <b>Topic 13:</b> 315, 319, <b>Topic 18:</b> 424</p> <p><b>Process Integration</b> <b>M03-S5C2-05</b> <b>SE/TE: Topic 1:</b> 12B-13, <b>Topic 5:</b> 114B-115</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Count and represent money using coins and bills to \$100.00.</p> <p>Connections: M03-S1C1-01, M03-S1C2-01, M03-S1C2-02, SS03-S5C2-01, SS03-S5C5-01</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 1:</b> 18A-21B, 22A-23B, 24A, 26A, 26-27A, 28-29, <b>Topic 13:</b> 304B, 304D-304F, 304-305, 307, 308A-311B, 312A-314, 315A-315B, 316B-318, 320-321, 322-324</p> <p><b>Process Integration</b>  <b>M03-S5C2-05:</b>  <b>SE/TE: Topic 1:</b> 18A-21B, <b>Topic 13:</b> 312B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Sort whole numbers into sets and justify the sort.</p> <p>Connections: M03-S1C1-02, M02-S1C2-04</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 4:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 3:</b> 64E, <b>Topic 5:</b> 121, <b>Topic 8:</b> 193B (Enrichment)</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 8:</b> 42</p> <p><b>Process Integration</b>  <b>M03-S5C2-06:</b>  <b>SE/TE: Topic 5:</b> 121</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 5. Express benchmark fractions as fair sharing, parts of a whole, or parts of a set.</p> <p>Connections: M03-S1C1-06, M03-S1C2-03</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols</p>	<p><b>PO 5:</b>  <b>SE/TE: Topic 12:</b> 274A-274F, 274-275, 276A-277B, 278A-279B, 280A-281B, 282A-283B, 284A-287B, 288A-289B, 290A-293B, 294A-295B, 296A-297B, 298A-299B, 300-303C</p> <p><b>Process Integration</b>  <b>M03-S5C2-05:</b>  <b>SE/TE: Topic 12:</b> 280B-281, 296B-297</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 6. Compare and order benchmark fractions.</p> <p>Connections: M03-S1C1-05, M03-S1C3-01</p>	<p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p>	<p><b>PO 6:</b> <b>SE/TE: Topic 12:</b> 274B, 282A-283B, 288A-289B, 290A-293B, 296A (Daily Spiral Review), 300, 301A, 302, 303A</p> <p><b>Process Integration</b> <b>M03-S5C2-03:</b> <b>SE/TE: Topic 12:</b> 282-283, 288-289</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Numerical Operations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Add and subtract whole numbers to four digits.</p> <p>Connections: M03-S1C1-01, M03-S1C1-03, M03-S1C2-02, M03-S1C3-01, M03-S2C1-02, M03-S2C4-02, M03-S2C4-03, M03-S3C1-01, M03-S3C1-02, M03-S3C2-01, M03-S3C3-01</p>	<p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 2:</b> 30A-30F, 30-31, 32A-33B, 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 58B-59B, 60-62, <b>Topic 3:</b> 64A-64F, 64-65, 66A-67B, 68A-71B, 72A-73B, 78B-79B</p> <p><b>Process Integration</b> <b>M03-S5C2-03:</b> <b>SE/TE: Topic 2:</b> 58B-59B, <b>Topic 3:</b> 73</p> <p><b>M03-S5C2-05:</b> <b>SE/TE: Topic 2:</b> 34B-35B, 50B-53B</p> <p><b>M03-S5C2-07:</b> <b>SE/TE:</b> 54 (Ex. 5), <b>Topic 3:</b> 78B-79B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Create and solve word problems based on addition, subtraction, multiplication, and division.</p> <p>Connections: M03-S1C1-03, M03-S1C2-01, M03-S1C2-03, M03-S1C2-04, M03-S1C2-05, M03-S1C2-06, M03-S1C2-07, M03-S1C3-01, M03-S2C1-02, M03-S2C3-01, M03-S2C3-02, M03-S2C4-02, M03-S2C4-03, M03-S3C1-01, M03-S3C2-01, M03-S3C3-02, M03-S3C3-03, M03-S4C4-01, M03-S4C4-03, M03-S4C4-04, M03-S4C4-05</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 3:</b> 71, 79B (Reteaching), <b>Topic 4:</b> 89B (Practice), 97B (Practice), 101B (Practice), <b>Topic 5:</b> 129B (Practice), 132B (Extend), 132 (Ex. 4), 133B (Practice), <b>Topic 7:</b> 172B-172, 173A-173B, <b>Topic 8:</b> 197, <b>Topic 18:</b> 425</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 3:</b> 44  <b>Topic 4:</b> 28, 47, 101B  <b>Topic 5:</b> 80, 93  <b>Topic 7:</b> 39-41</p> <p><b>Process Integration</b>  <b>M03-S5C2-05:</b>  <b>SE/TE: Topic 3:</b> 71, <b>Topic 18:</b> 425</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Demonstrate the concept of multiplication and division using multiple models.</p> <p>Connections: M03-S1C1-01, M03-S1C1-05, M03-S1C2-02, M03-S1C2-04, M03-S1C2-05, M03-S1C2-06, M03-S2C3-01, M03-S2C3-02, M03-S3C3-03, M03-S4C4-04</p>	<p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M03-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 5:</b> 110A-113B, 116A-117B, 122A-125B, 128A-129B, 132A-133B, <b>Topic 6:</b> 142A-143B, 148A-149B, 154A-157B, <b>Topic 7:</b> 170A-171B, 174A-177B, <b>Topic 8:</b> 184A-185B, 190A-191B, 194A-195B, 200-203C, <b>Topic 18:</b> 416A-417B, 418A-419B, 420A-421B, <b>Topic 19:</b> 440A-443B, 448A-451B</p> <p><b>Process Integration</b>  <b>M03-S5C2-03:</b>  <b>SE/TE: Topic 6:</b> 154A-157B, <b>Topic 7:</b> 174A-177B</p> <p><b>M03-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 8  <b>SE/TE: Topic 5:</b> 132A-133B, <b>Topic 19:</b> 448A-451B</p> <p><b>M03-S5C2-05</b>  <b>SE/TE: Topic 5:</b> 113, <b>Topic 7:</b> 169</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 4. Demonstrate fluency of multiplication and division facts through 10.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-05, M03-S1C2-06, M03-S1C2-07, M03-S2C3-01, M03-S2C3-02, M03-S3C1-01, M03-S3C1-02, M03-S3C2-01, M03-S3C3-03</p>		<p><b>PO 4:</b>  <b>SE/TE: Topic 5:</b> 108A-109B, 110A-113B, 114A-115B, 116A-117B, 122A-125B, 126A-127B, 128A-129B, 130A-131B,  <b>Topic 6:</b> 140A-141B, 142A-143B, 148A-149B , <b>Topic 7:</b> 170A-171B, <b>Topic 8:</b> 184A-185B, 190A-191B, 192A-193B</p>
<p>PO 5. Apply and interpret the concept of multiplication and division as inverse operations to solve problems.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-04, M03-S1C2-06, M03-S3C3-03</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 5:</b>  <b>SE/TE: Topic 8:</b> 182A-182F, 182-183, 184A-185B, 186A-187, 189A-189B, 190A-191B, 192A-193B, 200-203C</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 8:</b> 21-23, 25, 27-29, 31, 34-35, 39-40</p> <p><b>Process Integration</b>  <b>M03-S5C2-05:</b>  <b>SE/TE: Topic 8:</b> 193, 196-197</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 6. Describe the effect of operations (multiplication and division) on the size of whole numbers.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-04, M03-S1C2-05, M03-S1C3-01</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 6:</b>  <b>Arizona Connections Booklet: Lesson 3</b>  <b>SE/TE: Topic 5:</b> 108A-109B, 110A-113B, 114A-115B, 116A-117B, 118A-121B, 132A-133B, <b>Topic 6:</b> 152A-153B, 154A-157B, <b>Topic 7:</b> 164A-165B, 166A-169B, 170A-171B, 172A-173B, 174A-177B, <b>Topic 8:</b> 184A-185B, 194A-195B, 196A-199B</p> <p><b>Process Integration</b>  <b>M03-S5C2-05:</b>  <b>SE/TE: Topic 5:</b> 108B-109B, 110B-113B</p> <p><b>M03-S5C2-06:</b>  <b>SE/TE: Topic 5:</b> 112, 118A-120</p> <p><b>M03-S5C2-07:</b>  <b>SE/TE: Topic 6:</b> 153, <b>Topic 7:</b> 169 (Ex. 6)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
PO 7. Apply commutative, identity, and zero properties to multiplication and apply the identity property to division.  Connections: M03-S1C2-02, M03-S1C2-04		<b>PO 7:</b> <b>SE/TE: Topic 2:</b> 30C, 30E, 31, 32A-33B, 34A, <b>Topic 4:</b> 95, <b>Topic 5:</b> 106C, 106E, 107, 110A-112, 113A-113B, 114A, 130A-131B, 134, 135A, 136, <b>Topic 8:</b> 182B, 194A-195B
<b>Concept 3: Estimation</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Make estimates appropriate to a given situation or computation with whole numbers.	M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.  M03-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.  M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	<b>PO 1:</b> <b>SE/TE: Topic 2:</b> 40-42, 44B-46, 47A-47B, 48, 54, <b>Topic 3:</b> 74B-75, 77A-77B, 78B-79B, <b>Topic 4:</b> 91 (Ex. 22), <b>Topic 6:</b> 146 (Ex. 29), <b>Topic 9:</b> 215 (Ex. 1), 221, <b>Topic 18:</b> 414B-415B, 419, <b>Topic 19:</b> 438B-439B, 445  <b>Process Integration</b> <b>M03-S5C2-03:</b> <b>SE/TE: Topic 3:</b> 74B, <b>Topic 6:</b> 146 (Ex. 29)  <b>M03-S5C2-04:</b> <b>Arizona Connections Booklet:</b> Lesson 8 <b>SE/TE: Topic 18:</b> 414B-415, <b>Topic 19:</b> 438B-439  <b>M03-S5C2-07:</b> <b>SE/TE: Topic 2:</b> 54, <b>Topic 3:</b> 78B-79B  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic

<b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>		
<b>Concept 1: Data Analysis (Statistics)</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Collect, record, organize, and display data using frequency tables, single bar graphs, or single line graphs.</p> <p>Connections: M03-S1C1-01, M03-S2C1-02, SC03-S1C2-04, SC03-S1C2-05, SC03-S1C3-01, SS03-S4C1-05, SS03-S4C6-02</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 5:</b> 121, <b>Topic 20:</b> 456A-456F, 456-457, 458A-459B, 460A-463B, 464A-465B, 466A-467B, 468A-471B, 472A, 476A, 478A-481B, 482A-483B, 484-488</p> <p><b>Process Integration</b> <b>M03-S5C2-05:</b> <b>SE/TE: Topic 5:</b> 121, <b>Topic 20:</b> 482A-483B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Formulate and answer questions by interpreting and analyzing displays of data, including frequency tables, single bar graphs, or single line graphs.</p> <p>Connections: M03-S1C1-02, M03-S1C2-01, M03-S1C2-02, M03-S1C3-01, M03-S2C1-01, SC03-S1C1-02, SC03-S1C3-02, SC03-S1C3-03, SS03-S4C1-02</p>	<p>M03-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 5:</b> 121, <b>Topic 20:</b> 456A-456F, 456-457, 458A-459B, 460A-463B, 464A-465B, 466A-467B, 468A-471B, 472A, 476A, 476-477, 477B, 478A-481B, 482A-483B, 484-488</p> <p><b>Process Integration</b> <b>M03-S5C2-01:</b> <b>Arizona Connections Booklet:</b> Lesson 1</p> <p><b>SE/TE: Topic 20:</b> 458B, 466B</p> <p><b>M03-S5C2-06:</b> <b>SE/TE: Topic 20:</b> 459, 466-467</p> <p><b>M03-S5C2-07:</b> <b>SE/TE: Topic 20:</b> 462 (Ex. 15), 477</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Probability</b>		
In Grade 3, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Concept 3: Systematic Listing and Counting</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Represent all possibilities for a variety of counting problems using arrays, charts, and systematic lists; draw conclusions from these representations.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-04, M03-S2C3-02, SC03-S1C2-05</p>	<p>M03-S5C2-0 5. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b> <b>Arizona Connections Booklet:</b> Lesson 11 <b>SE/TE: Topic 20:</b> 456B, 472A-475B, 476A-477B, 478A-481B, 484-488</p> <p><b>Process Integration</b> <b>M03-S5C2-05:</b> <b>SE/TE: Topic 20:</b> 472B, 476-477</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Solve a variety of problems based on the multiplication principle of counting.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-04, M03-S1C3-01, M03-S2C3-01</p>	<p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 2:</b> <b>Arizona Connections Booklet:</b> Lesson 12</p> <p>Students count outcomes based on a single event with a single variable. <b>SE/TE: Topic 20:</b> 456B, 456D, 472A-475B, 476A-477B, 478A-481B, 484-488</p> <p><b>Process Integration</b> <b>M03-S5C2-03:</b> <b>SE/TE: Topic 20:</b> 477, 480-481</p> <p><b>M03-S5C2-05:</b> <b>SE/TE: Topic 20:</b> 472B, 476-477</p> <p><b>M03-S5C2-07:</b> <b>SE/TE: Topic 20:</b> 477 (Ex. 9), 481 (Ex. 21)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 4: Vertex-Edge Graphs</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Color complex maps using the least number of colors and justify the coloring.</p> <p>Connections: SS03-S4C1-01</p>	<p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M03-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M03-S5C2-08. Make and test conjectures based on data (or information) collected from explorations and experiments.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 13  <b>SE/TE: Topic 11:</b> 269 (TE margin refers to Extension), 273B (Extension for Lesson 11-4)</p> <p><b>Process Integration</b>  <b>M03-S5C2-03:</b>  <b>SE/TE: Topic 11:</b> 273B (Extension for Lesson 11-4)</p> <p><b>M03-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 8  <b>SE/TE: Topic 11:</b> 273B (Extension for Lesson 11-4)</p> <p><b>M03-S5C2-08:</b>  <b>SE/TE: Topic 11:</b> 273B (Extension for Lesson 11-4)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 2. Investigate properties of vertex-edge graphs</p> <ul style="list-style-type: none"> <li>circuits in a graph,</li> <li>weights on edges, and</li> <li>shortest path between two vertices.</li> </ul> <p>Connections: M03-S1C1-02, M03-S1C2-01, M03-S1C2-02, SS3-S4C1-03</p>	<p>M03-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M03-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 2:</b> <b>Arizona Connections Booklet:</b> Lesson 14 <b>SE/TE: Topic 20:</b> 471 (TE margin refers to Extensions), 487F (Extensions for Lesson 20-5)</p> <p><b>Process Integration</b> <b>M03-S5C2-02:</b> <b>SE/TE: Topic 20:</b> 487F (Extensions for Lesson 20-5)</p> <p><b>M03-S5C2-04:</b> <b>Arizona Connections Booklet:</b> Lesson 8 <b>SE/TE: Topic 20:</b> 487F (Extensions for Lesson 20-5)</p> <p><b>M03-S5C2-05:</b> <b>SE/TE: Topic 20:</b> 487F (Extensions for Lesson 20-5)</p> <p><b>M03-S5C2-06:</b> <b>SE/TE: Topic 20:</b> 487F (Extensions for Lesson 20-5)</p> <p><b>M03-S5C2-07:</b> <b>SE/TE: Topic 20:</b> 487F (Extensions for Lesson 20-5)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Solve problems using vertex-edge graphs.</p> <p>Connections: M03-S1C2-01, M03-S1C2-02, M03-S1C3-01, SS3-S4C1-03</p>	<p>M03-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question</p>	<p><b>PO 3:</b> <b>Arizona Connections Booklet:</b> Lesson 15</p> <p>Students explore paths between locations on a coordinate grid. <b>SE/TE: Topic 20:</b> 471 (TE margin refers to Extensions), 487F (Extensions for Lesson 20-5)</p> <p><b>Process Integration</b> <b>M03-S5C2-03:</b> <b>SE/TE: Topic 20:</b> 487F (Extensions for Lesson 20-5)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

**Strand 3: Patterns, Algebra, and Functions**

**Concept 1: Patterns**

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Recognize, describe, extend, create, and find missing terms in a numerical sequence.</p> <p>Connections: M03-S1C2-01, M03-S1C2-02, M03-S1C2-04, M03-S3C1-02, M03-S3C2-01, M03-S4C1-01, SC03-S1C1-0</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 1:</b> 15, <b>Topic 5:</b> 122A-123, 124, 125B (Intervention), 126A, 127B (Reteaching), 128A, 129, <b>Topic 9:</b> 204A-204C, 204, 208A-209B, 210A (Daily Spiral Review), 212A-213, 214-215, 215A-215B</p> <p><b>Process Integration</b> <b>M03-S5C2-06:</b> <b>SE/TE: Topic 9:</b> 208B, 212-213</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Explain the rule for a given numerical sequence and verify that the rule works.</p> <p>Connections: M03-S1C2-01, M03-S1C2-04, M03-S1C3-01, M03-S3C1-01, M03-S3C2-01, M03-S4C1-01</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 1:</b> 15, <b>Topic 5:</b> 122A-123, 125B (Intervention), 126A, 127B (Reteaching), 128A, 129, <b>Topic 9:</b> 204A-204C, 204, 208A-209B, 210A (Daily Spiral Review), 212A-213, 214-215, 215A-215B</p> <p><b>Process Integration</b>  <b>M03-S5C2-06:</b>  <b>SE/TE: Topic 9:</b> 208-209, 212B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Functions and Relationships</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Recognize and describe a relationship between two quantities, given by a chart, table or graph, in which the quantities change proportionally, using words, pictures, or expressions.</p> <p>Connections: M03-S1C1-01, M03-S1C2-01, M03-S1C2-02, M03-S1C2-04, M03-S1C3-01, M03-S3C1-01, M03-S3C1-02, M03-S3C2-02, M03-S4C1-01</p>	<p>M03-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 9:</b> 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-B, 227, 228-231, <b>Topic 12:</b> 298B-299B, 302, 303A, <b>Topic 17:</b> 402A (Daily Spiral Review), 483 (Ex. 14)</p> <p><b>Process Integration</b>  <b>M03-S5C2-02:</b>  <b>SE/TE: Topic 9:</b> 210B, <b>Topic 12:</b> 298B</p> <p><b>M03-S5C2-05:</b>  <b>SE/TE: Topic 9:</b> 214-215, 218B</p> <p><b>M03-S5C2-06:</b>  <b>SE/TE: Topic 9:</b> 210-211, 219</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Translate between the different representations of whole number relationships, including symbolic, numerical, verbal, or pictorial.</p> <p>Connections: M03-S3C2-01, M03-S3C3-02, M03-S4C1-01, SC03-S1C2-05, SC03-S1C3-02, SS03-S4C1-05</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 9:</b> 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-B, 227, 228-231, <b>Topic 12:</b> 298B-299B, 302, 303A, <b>Topic 17:</b> 402A (Daily Spiral Review), <b>Topic 20:</b> 483 (Ex. 14)</p> <p><b>Process Integration</b>  <b>M03-S5C2-05:</b>  <b>SE/TE: Topic 9:</b> 212B, 218-219</p> <p><b>M03-S5C2-06:</b>  <b>SE/TE: Topic 9:</b> 218B, <b>Topic 12:</b> 298B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 3: Algebraic Representations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Record equivalent forms of whole numbers to six digits by constructing models and using numbers.</p> <p>Connections: M03-S1C1-01, M03-S1C1-02, M03-S1C2-01</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b>  Sample References:  <b>SE/TE: Topic 1:</b> 2A-2H, 2-3, 4A-5B, 6A-7B, 8A-9B, 10A-11B, 12A-15B, 16A-17B, 26A-28, <b>Topic 2:</b> 30A-30F, 30-31, 34A-35B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 60-62</p> <p><b>Process Integration</b>  <b>M03-S5C2-05:</b>  <b>SE/TE: Topic 1:</b> 7, 20-21</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Use a symbol to represent an unknown quantity in a given context.</p> <p>Connections: M03-S1C2-02, M03-S3C2-02, M03-S3C3-03</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 4  <b>SE/TE: Topic 2:</b> 32-33, <b>Topic 3:</b> 66-67, 71, <b>Topic 4:</b> 95, <b>Topic 5:</b> 108-109, <b>Topic 7:</b> 164-165, <b>Topic 8:</b> 184-185, 185B, 189, 189B, 192A (Daily Spiral Review), 200, 201A, 203A, <b>Topic 9:</b> 208, 223 (TE margin refers to Extensions), 231A (Extensions for Lesson 9-7), <b>Topic 18:</b> 425</p> <p><b>Process Integration</b>  <b>M03-S5C2-05:</b>  <b>SE/TE: Topic 3:</b> 66-67, <b>Topic 5:</b>108-109</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Create and solve simple one-step equations that can be solved using addition and multiplication facts.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-04, M03-S1C2-05, M03-S3C3-02</p>	<p>M03-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 2:</b> 32-33, <b>Topic 3:</b> 66-67, 71, <b>Topic 4:</b> 95, <b>Topic 5:</b> 108-109, <b>Topic 7:</b> 164-165, <b>Topic 8:</b> 184-185, 185B, 189, 189B, 192A (Daily Spiral Review), 200, 201A, 203A, <b>Topic 9:</b> 208, 223 (TE margin refers to Extensions), 231A (Extensions for Lesson 9-7), <b>Topic 18:</b> 425</p> <p><b>Process Integration</b>  <b>M03-S5C2-01:</b>  <b>Arizona Connections Booklet:</b> Lesson 1  <b>SE/TE: Topic 3:</b> 71, <b>Topic 8:</b> 189</p> <p><b>M03-S5C2-05:</b>  <b>SE/TE: Topic 4:</b> 95, <b>Topic 8:</b> 184-185</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 4: Analysis of Change</b>		
In Grade 3, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Strand 4: Geometry and Measurement</b>		
<b>Concept 1: Geometric Properties</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Describe sequences of 2-dimensional figures created by increasing the number of sides, changing size, or changing orientation.</p> <p>Connections: M03-S3C1-01, M03-S3C1-02, M03-S3C2-01, M03-S3C2-02, M03-S4C1-02, M03-S4C2-01, M03-S4C4-04, M03-S4C4-05</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 5  <b>SE/TE: Topic 9:</b> 218A-219, 220-221, 221A-221B, 228-230,  <b>Topic 10:</b> 238A (Daily Spiral Review), 247, 252A (Daily Spiral Review), <b>Topic 12:</b> 290A (Daily Spiral Review)</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 9:</b> 58-62  <b>Topic 10:</b> 43, 81  <b>Topic 12:</b> 70</p> <p><b>Process Integration</b>  <b>M03-S5C2-05:</b>  <b>SE/TE: Topic 9:</b> 220-221, <b>Topic 10:</b> 252A (Daily Spiral Review)</p> <p><b>M03-S5C2-06:</b>  <b>SE/TE: Topic 9:</b> 218B, <b>Topic 10:</b> 247</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Recognize similar figures.</p> <p>Connections: M03-S4C1-01</p>	<p>M03-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 6</p> <p>Students encounter geometric patterns of similar shapes.  <b>SE/TE: Topic 9:</b> 228-229A</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 9:</b> 75, 78</p> <p><b>Process Integration</b>  <b>M03-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 8  <b>SE/TE: Topic 9:</b> 228-229A</p> <p><b>M03-S5C2-06:</b>  <b>SE/TE: Topic 9:</b> 228-229A</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Identify and describe 3-dimensional figures including their relationship to real world objects: sphere, cube, cone, cylinder, pyramids, and rectangular prisms.</p> <p>Connections: M03-S4C1-04</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 10:</b> 232A, 232C, 232-233, 234A-235, 236-237, 237A-237B, 238A-239, 240-241, 241A-241B, 254-257,  <b>Topic 14:</b> 342A-343B</p> <p><b>Process Integration</b>  <b>M03-S5C2-06:</b>  <b>SE/TE: Topic 10:</b> 234B, 240</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<p>PO 4. Describe and compare attributes of two- and three-dimensional figures.</p> <p>Connections: M03-S4C1-03</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 10:</b> 232A-232E, 232-233, 234A-235, 236-237, 237A-237B, 238A-239, 240-241, 241A-241B, 246A-247B, 248A-249B, 250A-251B, 252A-253B, 254-257, <b>Topic 11:</b> 258A-258F, 258-259, 260A-263B, 264A-265B, 266A-267B, 268A-269B, <b>Topic 14:</b> 342A-343B</p> <p><b>Process Integration</b>  <b>M03-S5C2-06:</b>  <b>SE/TE: Topic 10:</b> 238B, <b>Topic 11:</b> 265 (Ex. 17)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p><b>Concept 2: Transformation of Shapes</b></p>		
<p><b><u>Performance Objectives</u></b></p>	<p><b><u>Process Integration</u></b></p>	<p><b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b></p>
<p><i>Students are expected to:</i></p>		
<p>PO 1. Identify a translation, reflection, or rotation and model its effect on a 2-dimensional figure.</p> <p>Connections: M03-S4C1-01, M03-S4C2-02</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M03-S5C2-08. Make and test conjectures based on data (or information) collected from explorations and experiments.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 7  <b>SE/TE: Topic 11:</b> 258B, 258E-258F, 259, 260A-261, 263, 263A-263B, 264A (Problem of the Day), 270-272</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 11:</b> 19-22, 24</p> <p><b>Process Integration</b>  <b>M03-S5C2-06:</b>  <b>SE/TE: Topic 11:</b> 261A, 261</p> <p><b>M03-S5C2-08:</b>  <b>SE/TE: Topic 11:</b> 262, 263B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Identify, with justification, all lines of symmetry in a 2-dimensional figure.</p> <p>Connections: M03-S4C2-01</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M03-S5C2-08. Make and test conjectures based on data (or information) collected from explorations and experiments.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 11:</b> 258B, 258D, 259, 264A-265B, 266A-267B, 268A-268B, 269A, 270-272</p> <p><b>Process Integration</b> <b>M03-S5C2-06:</b> <b>SE/TE: Topic 11:</b> 264B, 269</p> <p><b>M03-S5C2-08:</b> <b>SE/TE: Topic 11:</b> 264, 266-267</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 3: Coordinate Geometry</b>		
In Grade 3, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Concept 4: Measurement</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Determine elapsed time</p> <ul style="list-style-type: none"> <li>across months using a calendar</li> <li>by hours and half hours using a clock.</li> </ul> <p>Connections: M03-S1C2-02, M03-S1C3-01</p>	<p>M03-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 1:</b> <b>Arizona Connections Booklet:</b> Lesson 10 <b>SE/TE: Topic 17:</b> 400A-401B, 402A (Problem of the Day), 406-409, 409A (Extensions for Lesson 17-4)</p> <p><b>Teacher Resource Masters:</b> <b>Topic 17:</b> 41-44, 46</p> <p><b>Process Integration</b> <b>M03-S5C2-01:</b> <b>Arizona Connections Booklet:</b> Lesson 1 <b>SE/TE: Topic 17:</b> 400B, 409A (Extensions for Lesson 17-4)</p> <p><b>M03-S5C2-03:</b> <b>SE/TE: Topic 17:</b> 400B, 409A (Extensions for Lesson 17-4)</p> <p><b>M03-S5C2-05:</b> <b>SE/TE: Topic 17:</b> 400B, 409A (Extensions for Lesson 17-4)</p> <p><b>M03-S5C2-07:</b> <b>SE/TE: Topic 17:</b> 400B, 409A (Extensions for Lesson 17-4)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Apply measurement skills to measure length, weight, and capacity using US Customary units.</p> <p>Connections: M03-S1C3-01, M03-S4C4-03, M03-S4C4-05, SC03-S1C2-04</p>	<p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-08. Make and test conjectures based on data (or information) collected from explorations and experiments</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 14:</b> 326A-326F, 326-327, 328A-331B, 332A-333B, 334A-337B, 338A-339B, 340A-341B, 344-347A</p> <p><b>Process Integration</b> <b>M03-S5C2-03:</b> <b>SE/TE: Topic 14:</b> 336-337, 341</p> <p><b>M03-S5C2-05:</b> <b>SE/TE: Topic 14:</b> 338B, 340B</p> <p><b>M03-S5C2-08:</b> <b>SE/TE: Topic 14:</b> 328B, 332B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Convert units of length, weight, and capacity</p> <ul style="list-style-type: none"> <li>• inches or feet to yards,</li> <li>• ounces to pounds, and</li> <li>• cups to pints, pints to quarts, quarts to gallons.</li> </ul> <p>Connections: M03-S1C2-02, M03-S1C3-01, M03-S4C4-02</p>	<p>M03-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question</p>	<p><b>PO 3:</b> <b>Arizona Connections Booklet:</b> Lesson 9 <b>SE/TE: Topic 14:</b> 326A-326B, 326D-326F, 327, 334B-337B, 338B-339B, 340A-341B, 344-347</p> <p><b>Process Integration</b> <b>M03-S5C2-02:</b> <b>SE/TE: Topic 14:</b> 328B, 330-331</p> <p><b>M03-S5C2-07:</b> <b>SE/TE: Topic 14:</b> 334B, 338-339</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 4. Determine the area of a rectangular figure using an array model.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C3-01, M03-S4C1-01, M03-S4C4-05</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 16:</b> 366B-366E, 367 (Home-School Connection), 376A-377B, 378A-379B, 383</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 16:</b> 23, 53-57, 59-64</p> <p><b>Process Integration</b>  <b>M03-S5C2-05:</b>  <b>SE/TE: Topic 16:</b> 376B-377B, 378A-379B</p> <p><b>M03-S5C2-07:</b>  <b>SE/TE: Topic 16:</b> 378-379, 379B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 5. Measure and calculate perimeter of 2-dimensional figures.</p> <p>Connections: M03-S1C2-02, M03-S1C3-01, M03-S4C1-01, M03-S4C4-02, M03-S4C4-04</p>	<p>M03-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p>	<p><b>PO 5:</b>  <b>SE/TE: Topic 14:</b> 334A (Problem of the Day), <b>Topic 16:</b> 366A, 366C-366E, 367, 368A-369B, 370A-371B, 372A-373B, 376A (Problem of the Day), 378A (Daily Spiral Review), 380A (Daily Spiral Review), 383, 384A (Daily Spiral Review), 386-389C</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 16:</b> 27-37, 39-43</p> <p><b>Process Integration</b>  <b>M03-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 8  <b>SE/TE: Topic 16:</b> 384A-385B (applied to area)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Strand 5: Structure and Logic</b>		
<b>Concept 1: Algorithms and Algorithmic Thinking</b>		
In Grade 3, there are no performance objectives in this concept. Performance objectives begin in Grade 4.		
<b>Concept 2: Logic, Reasoning, Problem Solving, and Proof</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
	Some of the Strand 5 Concept 2 performance objectives are listed throughout the grade level document in the Process Integration Column (2nd column). Since these performance objectives are connected to the other content strands, the process integration column is not used in this section next to those performance objectives.	
PO 1. Analyze a problem situation to determine the question(s) to be answered.		<p><b>PO 1:</b>  <b>Arizona Connections Booklet: Lesson 1</b></p> <p>Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; Use a Graph; or Use Data from a Chart. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Analyzing a problem situation to determine the question(s) to be answered is part of the Read and Understand phase of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 24A-25B, <b>Topic 2:</b> 47, 58A-59B, <b>Topic 3:</b> 77, 78A-79B, <b>Topic 4:</b> 98A-101B, <b>Topic 5:</b> 113, 118A-121B, 132A-133B, <b>Topic 6:</b> 154A-157B, <b>Topic 7:</b> 169, 174A-177B, <b>Topic 8:</b> 196A-199B, <b>Topic 9:</b> 215, 224A-227B, <b>Topic 10:</b> 252A-253B, <b>Topic 11:</b> 268A-269B, <b>Topic 12:</b> 298A-299B, <b>Topic 13:</b> 316A-319B, 320A-321B, <b>Topic 14:</b> 342A-343B, <b>Topic 15:</b> 360A-361B, <b>Topic 16:</b> 374A-375B, 384A-385B, <b>Topic 17:</b> 404A-405B, <b>Topic 18:</b> 426A-429B, <b>Topic 19:</b> 448A-451B, <b>Topic 20:</b> 463, 482A-483B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 2. Identify relevant, missing, and extraneous information related to the solution to a problem</p>		<p><b>PO 2:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Missing or Extra Information; Make and Test Generalizations; Writing to Explain; Work Backward; Solve a Simpler Problem; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Two-Question Problems; Multi-Step Problems; or Use a Graph. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Identifying relevant, missing, and extraneous information related to the solution of a problem is part of the Plan and Solve phase of the problem-solving process.  Sample References:  <b>SE/TE: Topic 1:</b> 24A-25B, <b>Topic 2:</b> 47, 58A-59B, <b>Topic 3:</b> 77, 78A-79B, <b>Topic 4:</b> 98A-101B, <b>Topic 5:</b> 113, 118A-121B, 132A-133B, <b>Topic 6:</b> 154A-157B, <b>Topic 7:</b> 169, 174A-177B, <b>Topic 8:</b> 196A-199B, <b>Topic 9:</b> 215, 224A-227B, <b>Topic 10:</b> 252A-253B, <b>Topic 11:</b> 268A-269B, <b>Topic 12:</b> 298A-299B, <b>Topic 13:</b> 316A-319B, 320A-321B, <b>Topic 14:</b> 342A-343B, <b>Topic 15:</b> 360A-361B, <b>Topic 16:</b> 374A-375B, 384A-385B, <b>Topic 17:</b> 404A-405B, <b>Topic 18:</b> 426A-429B, <b>Topic 19:</b> 448A-451B, <b>Topic 20:</b> 463, 482A-483B</p>
<p>PO 3. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p>		<p><b>PO 3:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Missing or Extra Information; Make and Test Generalizations; Writing to Explain; Work Backward; Solve a Simpler Problem; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Two-Question Problems; Multi-Step Problems; or Use a Graph. The problem-solving process is taught in phases: Read and</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>(continued)            PO 3. Select and use one or more strategies to efficiently solve the problem and justify the selection</p>		<p>Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Selecting and using one or more strategies to efficiently solve a problem and justifying the selection is part of the Plan and Solve and Look Back and Check phases of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 24A-25B, <b>Topic 2:</b> 47, 58A-59B, <b>Topic 3:</b> 77, 78A-79B, <b>Topic 4:</b> 98A-101B, <b>Topic 5:</b> 113, 118A-121B, 132A-133B, <b>Topic 6:</b> 154A-157B, <b>Topic 7:</b> 169, 174A-177B, <b>Topic 8:</b> 196A-199B, <b>Topic 9:</b> 215, 224A-227B, <b>Topic 10:</b> 252A-253B, <b>Topic 11:</b> 268A-269B, <b>Topic 12:</b> 298A-299B, <b>Topic 13:</b> 316A-319B, 320A-321B, <b>Topic 14:</b> 342A-343B, <b>Topic 15:</b> 360A-361B, <b>Topic 16:</b> 374A-375B, 384A-385B, <b>Topic 17:</b> 404A-405B, <b>Topic 18:</b> 426A-429B, <b>Topic 19:</b> 448A-451B, <b>Topic 20:</b> 463, 482A-483B</p>
<p>PO 4. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p>		<p><b>PO 4:</b>  <b>Arizona Connections Booklet: Lesson 8</b>            Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Missing or Extra Information; Make and Test Generalizations; Writing to Explain; Work Backward; Solve a Simpler Problem; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Two-Question Problems; Multi-Step Problems; or Use a Graph. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE.</p> <p>Determining whether a problem to be solved is similar to previously solved problems, and identifying possible strategies for solving the problem, are part of the Plan and Solve phase of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 24A-25B, <b>Topic 2:</b> 47, 58A-59B, <b>Topic 3:</b> 77, 78A-79B, <b>Topic 4:</b> 98A-101B, <b>Topic 5:</b> 113, 118A-121B, 132A-133B, <b>Topic 6:</b> 154A-157B, <b>Topic 7:</b> 169, 174A-177B, <b>Topic 8:</b> 196A-199B, <b>Topic 9:</b> 215, 224A-227B, <b>Topic 10:</b> 252A-253B, <b>Topic 11:</b> 268A-269B, <b>Topic 12:</b> 298A-299B, <b>Topic 13:</b> 316A-319B, 320A-321B, <b>Topic 14:</b> 342A-343B, <b>Topic 15:</b> 360A-361B, <b>Topic 16:</b> 374A-375B, 384A-385B, <b>Topic 17:</b> 404A-405B, <b>Topic 18:</b> 426A-429B, <b>Topic 19:</b> 448A-451B, <b>Topic 20:</b> 463, 482A-483B</p>

<u><b>Performance Objectives</b></u>	<u><b>Process Integration</b></u>	<u><b>Scott Foresman-AddisonWesley enVisionMATH</b></u>
<p>PO 5. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>		<p><b>PO 5:</b>  Students use a variety of concrete objects and manipulatives, including counters and measuring tools, pattern blocks and geometric solids; pictures and graphs, including diagrams, pictographs, bar graphs, and line plots; and words and symbols, including word problems and variables, to model problem situations in every lesson throughout the curriculum.  Sample References:  <b>SE/TE: Topic 1:</b> 4-5, <b>Topic 2:</b> 32-33, 34-35, 49, 50-52, <b>Topic 5:</b> 110-111, 112-113, 125, <b>Topic 11:</b> 268-269, <b>Topic 12:</b> 290A-293B, <b>Topic 14:</b> 332-333, 342-343, <b>Topic 16:</b> 382-383, <b>Topic 18:</b> 416-417, <b>Topic 20:</b> 468A-471B</p>
<p>PO 6. Summarize mathematical information, explain reasoning, and draw conclusions.</p>		<p><b>PO 6:</b>  Each lesson in the enVision Math curriculum includes an Interactive Learning feature in the TE which sets forth suggestions for eliciting communication from students. The teacher and students discuss and restate the purpose of the lesson, go over the math vocabulary associated with the lesson, pose and restate the problem, and explain and clarify mathematical thinking as they discuss possible models for solving the problem in large or small groups. In addition, “Writing to Explain” items in the problem sets for most lessons require students to summarize their conclusions and explain their reasoning.  Sample References:  <b>SE/TE: Topic 1:</b> 4B, 13 (Ex. 6), <b>Topic 2:</b> 32B, 41 (Ex. 15), <b>Topic 3:</b> 66B, 75 (Ex. 7), <b>Topic 4:</b> 86B, 97 (Ex. 20), <b>Topic 5:</b> 108B, 131 (Ex. 38), <b>Topic 6:</b> 140B, 151 (Ex. 19), <b>Topic 7:</b> 164B, 172 (Ex. 6), <b>Topic 8:</b> 184B, 195 (Ex. 47), <b>Topic 9:</b> 206B, 219 (Ex. 6), <b>Topic 10:</b> 234B, 253 (Ex. 12), <b>Topic 11:</b> 260B, 269 (Ex. 12), <b>Topic 12:</b> 276B, 293 (Ex. 21), <b>Topic 13:</b> 306B, 318 (Ex. 9), <b>Topic 14:</b> 328B, 342 (Ex. 2), <b>Topic 15:</b> 350B, 358 (Ex. 3), <b>Topic 16:</b> 368B, 382 (Ex. 18), <b>Topic 17:</b> 392B, 402 (Ex. 4), <b>Topic 18:</b> 412B, 427 (Ex. 5), <b>Topic 19:</b> 436B, 447 (Ex. 27), <b>Topic 20:</b> 458B, 483 (Ex. 15)</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 7. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question</p>		<p><b>PO 7:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Missing or Extra Information; Make and Test Generalizations; Writing to Explain; Work Backward; Solve a Simpler Problem; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Act It Out; Use Objects; Look for a Pattern; Try, Check, and Revise; Write a Number Sentence; Use Reasoning; Two-Question Problems; Multi-Step Problems; or Use a Graph. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Analyzing and evaluating whether a solution is reasonable, is mathematically correct, and answers the question is part of the Look Back and Check phase of the problem-solving process.  Sample References:  <b>SE/TE: Topic 1:</b> 24A-25B, <b>Topic 2:</b> 47, 58A-59B, <b>Topic 3:</b> 77, 78A-79B, <b>Topic 4:</b> 98A-101B, <b>Topic 5:</b> 113, 118A-121B, 132A-133B, <b>Topic 6:</b> 154A-157B, <b>Topic 7:</b> 169, 174A-177B, <b>Topic 8:</b> 196A-199B, <b>Topic 9:</b> 215, 224A-227B, <b>Topic 10:</b> 252A-253B, <b>Topic 11:</b> 268A-269B, <b>Topic 12:</b> 298A-299B, <b>Topic 13:</b> 316A-319B, 320A-321B, <b>Topic 14:</b> 342A-343B, <b>Topic 15:</b> 360A-361B, <b>Topic 16:</b> 374A-375B, 384A-385B, <b>Topic 17:</b> 404A-405B, <b>Topic 18:</b> 426A-429B, <b>Topic 19:</b> 448A-451B, <b>Topic 20:</b> 463, 482A-483B</p>
<p>PO 8. Make and test conjectures based on data (or information) collected from explorations and experiments.</p>		<p><b>PO 8:</b>  Students make and test conjectures in every lesson as they participate in Interactive Learning explorations described on the second page of every lesson in the TE. One problem-solving lesson focuses on the strategy, Make and Test Generalizations.  Sample References:  <b>SE/TE: Topic 1:</b> 4B, <b>Topic 2:</b> 32B, <b>Topic 3:</b> 66B, <b>Topic 4:</b> 86B, <b>Topic 5:</b> 108B, <b>Topic 6:</b> 140B, <b>Topic 7:</b> 164B, <b>Topic 8:</b> 184B, <b>Topic 9:</b> 206B, <b>Topic 10:</b> 234B, 252A-253B, <b>Topic 11:</b> 260B, <b>Topic 12:</b> 276B, <b>Topic 13:</b> 306B, <b>Topic 14:</b> 328B, <b>Topic 15:</b> 350B, <b>Topic 16:</b> 368B, <b>Topic 17:</b> 392B, <b>Topic 18:</b> 412B, <b>Topic 19:</b> 436B, <b>Topic 20:</b> 458B, 476A-477B</p>

**Scott Foresman – Addison Wesley enVisionMATH  
to the  
Arizona Mathematics Standards Articulated by Grade Level  
Grade Four**

<b>Strand 1: Number and Operations</b>		
<b>Concept 1: Number Sense</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Express whole numbers, fractions, decimals, and percents using and connecting multiple representations.</p> <p>Connections: M04-S1C1-03, M04-S1C1-04, M04-S1C1-05, M04-S1C2-01, M04-S1C3-01, M04-S2C2-01, M04-S4C4-02</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 1:</b> 2A-2H, 2-3, 4A-5, 6-7, 7A-7B, 8A-9B, 10A-11, 12-13, 13A-B, 14A-15B, 16A-17B, 18A-19B, 20A-21B, 22A-24, <b>Topic 10:</b> 214A-214F, 214-215, 216A-217, 218-219, 219A-219B, 220A-221B, 222A-223B, 224A-225, 226-227, 227A-227B, 228A-229B, 230A-231, 232-233, 233A-233B, 234A-235B, 236A-237B, 238A-239, 240-241, 241A-241B, 242-244, 247A, <b>Topic 12:</b> 266A-266F, 266-267, 268A-269B, 270A-271, 272-273, 273A-273B, 274A-275B, 276A-277, 278-279, 279A-279B, 280A-281B, 282A-283B, 284-287C</p> <p><b>Process Integration</b> <b>M04-S5C2-05</b> <b>SE/TE: Topic 10:</b> 238A-241B, <b>Topic 12:</b> 282A-283B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Compose and decompose whole numbers using factors and multiples.</p> <p>Connections: M04-S1C2-03</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 2:</b> <b>Arizona Connections Booklet:</b> Lesson 4</p> <p><b>SE/TE: Topic 3:</b> 58A-59B, 62A-63B, 64A-65B, 66A-67B, 71A, <b>Topic 4:</b> 84A-85B, 86B-88, 89, 89A-89B, <b>Topic 5:</b> 96A-97B, <b>Topic 7:</b> 150A-151B, <b>Topic 8:</b> 164A-165B, 173, 177, 178-179, 182A-183B, 184A-185B, 188-193E, <b>Topic 10:</b> 227</p> <p><b>Process Integration</b> <b>M04-S5C2-03:</b> <b>SE/TE: Topic 4:</b> 86B-89B, <b>Topic 5:</b> 97</p> <p><b>M04-S5C2-05:</b> <b>SE/TE: Topic 7:</b> 150B-151B, <b>Topic 8:</b> 182-183</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Express fractions as fair sharing, parts of a whole, parts of a set, and locations on a real number line.</p> <p>Connections: M04-S1C1-01, M04-S1C1-05</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 10:</b> 214A-214F, 214-215, 216A-218, 219A-219B, 220A-221B, 222A-223B, 224A-226, 227A-227B, 228A-229B, 230A-232, 233, 233A-233B, 234A-235B, 236A-237B, 238A-239, 241, 241A-241B, 242-247</p> <p><b>Process Integration</b>  <b>M04-S5C2-05:</b>  <b>SE/TE: Topic 10:</b> 233, 238A-239</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Compare and order decimals to hundredths.</p> <p>Connections: M04-S1C1-01, M04-S1C3-01</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 12:</b> 270A-272, 273A-273B, 274A, 276A, 276-277, 278, 279A-279B, 280A-281B, 282A-283B, 284-287B</p> <p><b>Process Integration</b>  <b>M04-S5C2-05:</b>  <b>SE/TE: Topic 12:</b> 270B-271, 282B-283B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 5. Use simple ratios to describe problems in context.</p> <p>Connections: M04-S1C1-01, M04-S1C1-03, M04-S2C2-01</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 5:</b>  <b>Arizona Connections Booklet:</b> Lesson 5</p> <p><b>SE/TE: Topic 10:</b> 214A, 216B-218, 225, 226, 228-229, 238B-239, 241A-241B, 247A, <b>Topic 11:</b> 252-253, 255, 257, <b>Topic 14:</b> 343B (Extension for Lesson 14-9), <b>Topic 16:</b> 399E (Extension for Lesson 16-4)</p> <p><b>Process Integration</b>  <b>M04-S5C2-05:</b>  <b>SE/TE: Topic 10:</b> 241A, <b>Topic 11:</b> 252-253</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Numerical Operations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Add and subtract decimals through hundredths including money to \$1000.00 and fractions with like denominators.</p> <p>Connections: M04-S1C1-01, M04-S1C2-06, M04-S1C3-02, M04-S5C1-01, SS04-S5C1-01</p>	<p>M04-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M04-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 1:</b> 18A-19B, 22-25, <b>Topic 11 :</b> 248A-248F, 248-249, 250A-253B, 254A-255B, 256A-257B, 258A-261B, 262-265, <b>Topic 13:</b> 288B-288D, 296A-298, 299A-299B, 300A-302, 303A-303B, 304A (Problem of the Day), 308B-309B, 310-313</p> <p><b>Process Integration</b>  <b>M04-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 17  <b>SE/TE: Topic 13:</b> 296B, 296-298</p> <p><b>M04-S5C2-05:</b>  <b>SE/TE: Topic 13:</b> 296B-298, 302</p> <p><b>M04-S5C2-07:</b>  <b>SE/TE: Topic 13:</b> 298, 301 (Ex. 8)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Use multiple strategies to multiply whole numbers</p> <ul style="list-style-type: none"> <li>• two-digit by two-digit and</li> <li>• multi-digit by one-digit.</li> </ul> <p>Connections: M04-S1C2-03, M04-S1C2-05, M04-S1C2-06, M04-S1C3-02, M04-S3C3-02, M04-S5C1-01</p>	<p>M04-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M04-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 5:</b> 94A-94F, 94-95, 96A-97B, 98A-99B, 102A-104, 105, 105A-105B, 106A-107, 108-109, 109A-109B, 110A-111, 112-113, 113A-113B, 114A-115B, 116A-117, 118-119, 119A-119B, 120-122, <b>Topic 7:</b> 140A-140F, 140-141, 142A-143B, 144A-145B, 146A-147, 148-149, 149A-149B, 150A-151B, 152A-153B, 154A-155B, 156A-157B, 158-160</p> <p><b>Process Integration</b>  <b>M04-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 17  <b>SE/TE: Topic 5:</b> 110, 114B</p> <p><b>M04-S5C2-05:</b>  <b>SE/TE: Topic 7:</b> 146B-149B, 150B-151B</p> <p><b>M04-S5C2-07:</b>  <b>SE/TE: Topic 5:</b> 102A-104, 105A-105B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Demonstrate fluency of multiplication and division facts through 12.</p> <p>Connections: M04-S1C1-02, M04-S1C2-02, M04-S1C2-04</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 3:</b> 52A-52F, 52-53, 54A-55, 56-57, 58A-59B, 60A-61B, 62A-63B, 64A-65B, 66A-67B, 68A-69B, 70-72,  <b>Topic 4:</b> 74A-74F, 74-75, 76A-77, 78-79, 79A-79B, 80A-81B, 82A-83B, 84A-85B, 86A-87, 88-89, 89A-89B, 90-93C</p> <p><b>Process Integration</b>  <b>M04-S5C2-03:</b>  <b>SE/TE: Topic 3:</b> 56, <b>Topic 4:</b> 86B-89B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Use multiple strategies to divide whole numbers.</p> <p>Connections: M04-S1C2-03, M04-S1C2-05, M04-S1C2-06, M04-S1C3-02, M04-S3C3-02, M04-S5C1-01</p>	<p>M04-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M04-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 4:</b> 74A-74F, 74-75, 76A-77, 78-79, 79A-79B, 80A-81B, 82A-83B, 84A-85B, 86A-87, 88-89, 89A-89B, 90-93C,  <b>Topic 8:</b> 162A-162F, 162-163, 164A-165B, 166A-167B, 168A-169B, 170A-171, 172-173, 173A-173B, 174A-175, 176-177, 177A-177B, 178A-179B, 180A-181B, 182A-183B, 184A-185B, 186A-187B, 188-193C</p> <p><b>Process Integration</b>  <b>M04-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 17  <b>SE/TE: Topic 4:</b> 76B, 84B</p> <p><b>M04-S5C2-05:</b>  <b>SE/TE: Topic 4:</b> 76-77, 82B</p> <p><b>M04-S5C2-07:</b>  <b>SE/TE: Topic 8:</b> 166 (Ex. 8), 169 (Ex. 34)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 5. Apply associative and distributive properties to solve multiplication and division problems.</p> <p>Connections: M04-S1C2-02, M04-S1C2-04, M04-S1C2-06, M04-S5C1-01</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p>	<p><b>PO 5:</b> <b>SE/TE: Topic 3:</b> 52D, 52, 62A-63B, 66 (#5), <b>Topic 4:</b> 79, <b>Topic 5:</b> 98A-99B, 104-105, <b>Topic 7:</b> 150A-151B, 155</p> <p><b>Process Integration</b> <b>M04-S5C2-03:</b> <b>SE/TE: Topic 3:</b> 63, <b>Topic 5:</b> 99</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 6. Apply order of operations with whole numbers.</p> <p>Connections: M04-S1C2-01, M04-S1C2-02, M04-S1C2-04, M04-S1C2-05, M04-S5C1-01</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p>	<p><b>PO 6:</b> <b>Arizona Connections Booklet:</b> Lesson 2</p> <p>Students apply the order of operations as they use the distributive property to break apart a factor; write an expression using parentheses, multiplication, and addition; and then multiply through each term and recombine the resulting addends. The TE refers to order of operations as an important consideration when verifying the solution to an equation. <b>SE/TE: Topic 3:</b> 52D, 52, 62B-63B, 66 (#5), <b>Topic 5:</b> 98A-99B, 104-105, 150A-151B, 155, 430A, 436A (Problem of the Day)</p> <p><b>Process Integration</b> <b>M04-S5C2-03:</b> <b>SE/TE: Topic 3:</b> 63, <b>Topic 5:</b> 99</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

Concept 3: Estimation		
<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<i>Students are expected to:</i>		
<p>PO 1. Use benchmarks as meaningful points of comparison for whole numbers, decimals, and fractions.</p> <p>Connections: M04-S1C1-01, M04-S1C1-04, M04-S1C3-02, M04-S2C2-01, M04-S4C4-02</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 1:</b> 10A-11, 12-13, 13A-13B, 14B, 22-25,  <b>Topic 10:</b> 234A-235B, 236A-237B, <b>Topic 12:</b> 270A-271, 272, 273A-273B, 274A, 276A, 276-277, 278, 279A-279B, 280A-281B, 282A-283B, 284-287B, <b>Topic 18:</b> 438A-439B, 443A</p> <p><b>Process Integration</b>  <b>M04-S5C2-03:</b>  <b>SE/TE: Topic 1:</b> 12-13, <b>Topic 10:</b> 235</p> <p><b>M04-S5C2-05:</b>  <b>SE/TE: Topic 1:</b> 14B, <b>Topic 10:</b> 236B-237</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Make estimates appropriate to a given situation or computation with whole numbers and fractions.</p> <p>Connections: M04-S1C2-01, M04-S1C2-02, M04-S1C2-04, M04-S1C3-01, M04-S2C1-02, M04-S2C3-01, M04-S2C4-03, M04-S3C1-02, M04-S3C3-02, M04-S3C4-01, M04-S4C4-01, M04-S4C4-02, M04-S4C4-03, M04-S4C4-04, M04-S4C4-05, M04-S5C1-01</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M04-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M04-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 2:</b> 32A-33B, <b>Topic 5:</b> 100A-101B, 102A-104, 105A-105B, <b>Topic 7:</b> 144A-145B, <b>Topic 8:</b> 166A-167B, <b>Topic 10:</b> 222A-223B, <b>Topic 13:</b> 290A-292, 293A-293B, 294A-295B, 300-301, <b>Topic 14:</b> 316-317</p> <p><b>Process Integration</b>  <b>M04-S5C2-03:</b>  <b>SE/TE: Topic 2:</b> 33, <b>Topic 8:</b> 167</p> <p><b>M04-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 17  <b>SE/TE: Topic 7:</b> 144-145, <b>Topic 8:</b> 166B</p> <p><b>M04-S5C2-07:</b>  <b>SE/TE: Topic 5:</b> 101, 102A-104</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>		
<b>Concept 1: Data Analysis (Statistics)</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Collect, record, organize, and display data using double bar graphs, single line graphs, or circle graphs.</p> <p>Connections: M04-S2C1-02, M04-S4C3-02, SC04-S1-C2-05, SC04-S1C4-02, SS04-S4C1-04</p>	<p>M04-S5C2-08. Make and test conjectures based on data (or information) collected from explorations and experiments.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 17:</b> 400D, 401, 402A-403B, 400E, 404B-405B, 410A-411B, 418A-419B, 420A-421, 423, 423A-423B, 424-429, 429B-429C</p> <p><b>Process Integration</b> <b>M04-S5C2-08:</b> <b>SE/TE: Topic 17:</b> 402B, 403B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Formulate and answer questions by interpreting and analyzing displays of data, including double bar graphs, single line graphs, or circle graphs.</p> <p>Connections: M04-S1C3-02, M04-S2C1-01, M04-S2C1-03, M04-S2C1-04, M04-S3C4-01, SC04-S1C1-02, SC04-S1C1-03, SC04-S1C3-01, SC04-S1C3-02, SC04-S1C3-04, SC04-S1C3-05, SS04-S1C1-01, SS04-S2C1-01, SS04-S4C6-03</p>	<p>M04-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M04-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 17:</b> 400D, 401, 400E, 404B-405B, 410A-411B, 418A-419B, 420A-421, 423, 423A-423B, 424-429, 429B-429C</p> <p><b>Process Integration</b> <b>M04-S5C2-02:</b> <b>SE/TE: Topic 17:</b> 404A, 404</p> <p><b>M04-S5C2-06:</b> <b>SE/TE: Topic 17:</b> 405, 411</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Use median, mode, and range to describe the distribution of a given data set.</p> <p>Connections: M04-S2C1-02, M04-S2C1-04</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M04-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 3:</b> <b>SE/TE: Topic 17:</b> 400D, 400F, 414-415B, 424-425B</p> <p><b>Teacher Resource Masters:</b> <b>Topic 17:</b> 73-76</p> <p><b>Process Integration</b> <b>M04-S5C2-05:</b> <b>SE/TE: Topic 17:</b> 415, 415B</p> <p><b>M04-S5C2-06:</b> <b>SE/TE: Topic 17:</b> 415, 415A</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Compare two sets of related data.</p> <p>Connections: M04-S1C2-02, M04-S1C2-03, M04-S2C1-03, SC04-S1C4-03</p>	<p>M04-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M04-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 4:</b> <b>Arizona Connections Booklet:</b> Lesson 8 <b>SE/TE: Topic 17:</b> 422 (TE margin refers to Extensions). 429C (Extensions for Lesson 17-10)</p> <p><b>Process Integration</b> <b>M04-S5C2-02:</b> <b>SE/TE: Topic 17:</b> 429C (Extensions for Lesson 17-10)</p> <p><b>M04-S5C2-06:</b> <b>SE/TE: Topic 17:</b> 429C (Extensions for Lesson 17-10)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Probability</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Describe elements of theoretical probability by listing or drawing all possible outcomes of a given event and predicting the outcome using word and number benchmarks.</p> <p>Connections: M04-S1C1-01, M04-S1C1-05, M04-S1C3-01</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M04-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 1:</b> <b>Arizona Connections Booklet:</b> Lesson 15 <b>SE/TE: Topic 20:</b> 466A-466F, 466-467, 468A-469B, 470A-471B, 472A-473, 474-475, 475A-475B, 476A-477B, 478-481F</p> <p><b>Process Integration</b> <b>M04-S5C2-05:</b> <b>SE/TE: Topic 20:</b> 468B</p> <p><b>M04-S5C2-06:</b> <b>SE/TE: Topic 20:</b> 468</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 3: Systematic Listing and Counting</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Construct tree diagrams to solve problems in context by</p> <ul style="list-style-type: none"> <li>representing all possibilities for a variety of counting problems,</li> <li>explaining how its properties relate to the problem,</li> <li>representing the same counting problem in multiple ways, and</li> <li>drawing conclusions.</li> </ul> <p>Connections: M04-S1C3-02, M04-S2C3-02</p>	<p>M04-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 20:</b> 466B, 466D, 470A-471B, 478-481</p> <p><b>Teacher Resource Masters:</b> <b>Topic 20:</b> 25-28</p> <p><b>Process Integration</b> <b>M04-S5C2-02:</b> <b>SE/TE: Topic 20:</b> 470A-471B</p> <p><b>M04-S5C2-05:</b> <b>SE/TE: Topic 20:</b> 470A-471B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Justify that all possibilities have been enumerated without duplication.</p> <p>Connections: M04-S2C3-01</p>	<p>M04-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 16  <b>SE/TE: Topic 20:</b> 466B, 466D, 468A-469B, 470A-471B, 472A (Problem of the Day), 478-481</p> <p><b>Process Integration</b>  <b>M04-S5C2-07:</b>  <b>SE/TE: Topic 20:</b> 468B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 4: Vertex-Edge Graphs</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Demonstrate the connection between map coloring and vertex coloring.</p> <p>Connections: M04-S2C4-03</p>		<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 9  <b>SE/TE: Topic 9:</b> 201 (TE margin refers to Extension), 213A (Extension for Lesson 9-3)</p>
<p>PO 2. Construct vertex-edge graphs to represent concrete situations and identify paths and circuits.</p> <p>Connections: M04-S2C4-03, SS04-S4C1-03</p>		<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 10  <b>SE/TE: Topic 9:</b> 201 (TE margin refers to Extension), 213A (Extension for Lesson 9-3), <b>Topic 17:</b> 409 (TE margin refers to Extension), 429B (Extension for Lesson 17-4)</p>
<p>PO 3. Solve conflict problems by constructing and coloring vertex-edge graphs.</p> <p>Connections: M04-S1C3-02, M04-S2C4-01, M04-S2C4-02</p>		<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 11  <b>SE/TE: Topic 9:</b> 201 (TE margin refers to Extension), 213A (Extension for Lesson 9-3)</p>

<b>Strand 3: Patterns, Algebra, and Functions</b>		
<b>Concept 1: Patterns</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Recognize, describe, create, extend, and find missing terms in a numerical sequence involving whole numbers using all four basic operations.</p> <p>Connections: M04-S3C1-02</p>	<p>M04-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 1:</b> 20-21, <b>Topic 3:</b> 58B-59, 59B, <b>Topic 5:</b> 108, <b>Topic 6:</b> 128A-129B, 130-131B, 132-133B, 136-139A, <b>Topic 12:</b> 273</p> <p><b>Process Integration</b> <b>M04-S5C2-06:</b> <b>SE/TE: Topic 6:</b> 129, <b>Topic 12:</b> 273</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Explain the rule for a given numerical sequence, verify that the rule works, and use the rule to make predictions.</p> <p>Connections: M04-S1C3-02, M04-S3C1-01, M04-S3C3-01, M04-S3C4-01</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M04-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 1:</b> 20-21, <b>Topic 3:</b> 58B-59, 59B, <b>Topic 5:</b> 108, <b>Topic 6:</b> 128A-129B, 130-131B, 132-133B, 136-139A, <b>Topic 12:</b> 273</p> <p><b>Process Integration</b> <b>M04-S5C2-03:</b> <b>SE/TE: Topic 3:</b> 59, <b>Topic 6:</b> 129</p> <p><b>M04-S5C2-06:</b> <b>SE/TE: Topic 3:</b> 58B, <b>Topic 12:</b> 273</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Functions and Relationships</b>		
In Grade 4, there are no performance objectives in this concept.		
<b>Concept 3: Algebraic Representations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Use a symbol to represent an unknown quantity in a simple algebraic expression involving all operations.</p> <p>Connections: M04-S3C1-02, M04-S3C3-02</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 3  <b>SE/TE: Topic 2:</b> 35, 44B-46, 48-49, 50, <b>Topic 3:</b> 62, 64A (Daily Spiral Review), 64, 66, 70, 71A, <b>Topic 6:</b> 126C, 126E-126F, 128B-129B, 130A-131B, 132A-133B, 135, 136-138, 139A, <b>Topic 18:</b> 434A-435B, 436A-437B, 438A-439B, 440B, 442-444</p> <p><b>Process Integration</b>  <b>M04-S5C2-05:</b>  <b>SE/TE: Topic 2:</b> 44B-46, <b>Topic 6:</b> 128B-129</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Create and solve one-step equations that can be solved using addition, subtraction, multiplication, and division of whole numbers.</p> <p>Connections: M04-S1C2-02, M04-S1C2-04, M04-S1C3-02, M04-S3C3-01</p>	<p>M04-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 2:</b> 44B-46, 48-49, 50, <b>Topic 3:</b> 62B, 64, 66, 70, 71A, <b>Topic 6:</b> 126F, 128-129B, 132A-133B, 136-138, <b>Topic 18:</b> 430B, 430E-430F, 432-433, 434A-435B, 436A-437B, 438A (Daily Spiral Review), 440B, 442-445A</p> <p><b>Process Integration</b>  <b>M04-S5C2-01:</b>  <b>SE/TE: Topic 6:</b> 132B, <b>Topic 18:</b> 435</p> <p><b>M04-S5C2-05:</b>  <b>SE/TE: Topic 2:</b> 44B-46, <b>Topic 18:</b> 437</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 4: Analysis of Change</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Identify the change in a quantity over time and make simple predictions.</p> <p>Connections: M04-S1C3-02, M04-S2C1-02, M04-S3-C1-02, SS04-S5C5-01</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 12  <b>SE/TE: Topic 17:</b> 407 (Ex. 14), 410A-411B, 420A (Daily Spiral Review), 424-425A, 426-427</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 17:</b> 59, 61-64, 89</p> <p><b>Process Integration</b>  <b>M04-S5C2-05:</b>  <b>SE/TE: Topic 17:</b> 407, 410A-411B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Strand 4: Geometry and Measurement</b>		
<b>Concept 1: Geometric Properties</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Draw and describe the relationships between points, lines, line segments, rays, and angles including parallelism and perpendicularity.</p> <p>Connections: M04-S4C1-02, M04-S4C1-03, M04-S4C1-06</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 9:</b> 194A-194B, 195, 196A-197B, 198A-199B, 200A-201B, 202A (Problem of the Day), 204A (Problem of the Day), 208B, 210-213</p> <p><b>Process Integration</b>  <b>M04-S5C2-05:</b>  <b>SE/TE: Topic 9:</b> 197, 199</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Justify which objects in a collection match a given geometric description.</p> <p>Connections: M04-S4C1-01, M04-S4C1-03, M04-S4C1-05, M04-S4C1-06, M04-S4C1-07, M04-S4C3-03</p>	<p>M04-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M04-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 7  <b>SE/TE: Topic 9:</b> 194D-194F, 194-195, 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210-213A</p> <p><b>Process Integration</b>  <b>M04-S5C2-06:</b>  <b>SE/TE: Topic 9:</b> 202, 206B</p> <p><b>M04-S5C2-07:</b>  <b>SE/TE: Topic 9:</b> 202B, 208B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Describe and classify triangles by angles and sides.</p> <p>Connections: M04-S4C1-01, M04-S4C1-02, M04-S4C1-06</p>	<p>M04-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 9:</b> 194C, 204A-205B, 206A, 208B, 210-213,  <b>Topic 15:</b> 352A (Daily Spiral Review)</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 9:</b> 61-66  <b>Topic 15:</b> 35</p> <p><b>Process Integration</b>  <b>M04-S5C2-07:</b>  <b>SE/TE: Topic 9:</b> 204B, 208B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 4. Recognize which attributes (such as shape or area) change and which do not change when 2-dimensional figures are cut up or rearranged.</p> <p>Connections: M04-S4C4-04</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M04-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 4:</b>  <b>Arizona Connections Booklet:</b> Lesson 6  <b>SE/TE: Topic 9:</b> 194C, 194E, 203B (Enrichment), 207B (Enrichment), <b>Topic 14:</b> 319B, 320B-322, 323A-323B, 324A (Problem of the Day), 339, 340-343B, <b>Topic 19:</b> 448B-449B, 450B-451B, 452B-453B, 461A</p> <p><b>Process Integration</b>  <b>M04-S5C2-05:</b>  <b>SE/TE: Topic 14:</b> 320B-322, 323A-323B</p> <p><b>M04-S5C2-07:</b>  <b>SE/TE: Topic 14:</b> 320, 323B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 5. Recognize and draw congruent figures, and match them in a given collection.</p> <p>Connections: M04-S4C1-02, M04-S4C1-07</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 5:</b>  <b>SE/TE: Topic 9:</b> 208B, <b>Topic 19:</b> 446B, 446-447, 448B-449B, 450B-451B, 452B-453B, 454A-455B, 456A (Daily Spiral Review), 462-464</p> <p><b>Process Integration</b>  <b>M04-S5C2-05:</b>  <b>SE/TE: Topic 19:</b> 454B, 455</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 6. Draw right, acute, obtuse, and straight angles and identify these angles in other geometric figures.</p> <p>Connections: M04-S4C1-01, M04-S4C1-02, M04-S4C1-03</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 6:</b>  <b>SE/TE: Topic 9:</b> 194B, 200A-201B, 202A (Daily Spiral Review), 208B-209B, 210-213A</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 9:</b> 49-53</p> <p><b>Process Integration</b>  <b>M04-S5C2-05:</b>  <b>SE/TE: Topic 9:</b> 200B, 201</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 7. Recognize the relationship between a 3-dimensional figure and its corresponding net(s).</p> <p>Connections: M04-S4C1-02, M04-S4C1-05</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M04-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 7:</b> <b>SE/TE: Topic 9:</b> 208A (Problem of the Day), <b>Topic 15:</b> 344B, 345, 350A-351B, 352A (Problem of the Day), 353, 358-361</p> <p><b>Teacher Resource Masters:</b> <b>Topic 9:</b> 72 <b>Topic 15:</b> 31-34, 36</p> <p><b>Process Integration</b> <b>M04-S5C2-05:</b> <b>SE/TE: Topic 15:</b> 348, 351</p> <p><b>M04-S5C2-06:</b> <b>SE/TE: Topic 15:</b> 346, 350B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

### **Concept 2: Transformation of Shapes**

In Grade 4, there are no performance objectives in this concept.

### **Concept 3: Coordinate Geometry**

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Name, locate, and graph points in the first quadrant of the coordinate plane using ordered pairs.</p> <p>Connections: M04-S4C3-02, M04-S4C3-03</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 17:</b> 408A-409B, 410A-411B, 424, 426</p> <p><b>Teacher Resource Masters:</b> <b>Topic 17:</b> 55-59, 61-63</p> <p><b>Process Integration</b> <b>M04-S5C2-05:</b> <b>SE/TE: Topic 17:</b> 409, 410B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Plot line segments in the first quadrant of the coordinate plane using a set of ordered pairs in a table.</p> <p>Connections: M04-S2C1-01, M04-S4C3-01, M04-S4C3-03</p>	<p>M04-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 13  <b>SE/TE: Topic 17:</b> 408-409, 409B (Reteaching), 410B-411B</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 17:</b> 56</p> <p><b>Process Integration</b>  <b>M04-S5C2-02:</b>  <b>SE/TE: Topic 17:</b> 409, 410B</p> <p><b>M04-S5C2-05:</b>  <b>SE/TE: Topic 17:</b> 411, 411B</p>
<p>PO 3. Construct geometric figures with vertices at points on the coordinate plane.</p> <p>Connections: M04-S4C1-02, M04-S4C3-01, M04-S4C3-02</p>	<p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 3:</b>  <b>Arizona Connections Booklet:</b> Lesson 14  <b>SE/TE: Topic 17:</b> 408-409, 409B (Reteaching)</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 17:</b> 56</p> <p><b>Process Integration</b>  <b>M04-S5C2-05:</b>  <b>SE/TE: Topic 17:</b> 409, 409B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b>Concept 4: Measurement</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Compute elapsed time to the minute.</p> <p>Connections: M04-S1C3-02</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M04-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 16:</b> 362B, 362D, 386A-388, 389, 389A-389B, 390A, 394-399, 399F</p> <p><b>Teacher Resource Masters:</b> <b>Topic 16:</b> 101-105</p> <p><b>Process Integration</b> <b>M04-S5C2-03:</b> <b>SE/TE: Topic 16:</b> 386, 388</p> <p><b>M04-S5C2-05:</b> <b>SE/TE: Topic 16:</b> 387, 389</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Apply measurement skills to measure length, mass, and capacity using metric units.</p> <p>Connections: M04-S1C1-01, M04-S1C3-01, M04-S1C3-02, M04-S4C4-03, M04-S4C4-04, SC04-S1C2-04</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 16:</b> 362E, 363, 374A-375B, 376A-377B, 378A-379B, 380A-382, 383, 383A-383B, 390A (Daily Spiral Review), 394-399B</p> <p><b>Process Integration</b> <b>M04-S5C2-03:</b> <b>SE/TE: Topic 16:</b> 375, 376B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Solve problems involving conversions within the same measurement system.</p> <p>Connections: M04-S1C3-02, M04-S4C4-02</p>	<p>M04-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M04-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 16:</b> 364, 365B (Reteaching), 366B, 367B (Reteaching), 368B, 370A-372, 373A-373B, 374B-374, 375B, 376B, 377B, 378B, 379B, 380A-382, 383, 383A-383B, 386A (Daily Spiral Review), 390A (Daily Spiral Review), 394-397</p> <p><b>Process Integration</b>  <b>M04-S5C2-01:</b>  <b>SE/TE: Topic 16:</b> 366B, 370B</p> <p><b>M04-S5C2-03:</b>  <b>SE/TE: Topic 16:</b> 370, 380</p> <p><b>M04-S5C2-07:</b>  <b>SE/TE: Topic 16:</b> 366B, 380</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Solve problems involving perimeter of 2-dimensional figures and area of rectangles.</p> <p>Connections: M04-S1C3-02, M04-S4C1-04, M04-S4C4-02, M04-S4C4-05</p>	<p>M04-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M04-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 14:</b> 314A-314F, 314-315, 316A-317B, 318A-319B, 320A-321, 322-323, 323A-323B, 324A-325B, 326A-327B, 328A-329, 330-331, 331A-331B, 332A-333B, 334A-335B, 339, 336A-337, 340-342, <b>Topic 16:</b> 366A (Problem of the Day)</p> <p><b>Process Integration</b>  <b>M04-S5C2-01:</b>  <b>SE/TE: Topic 14:</b> 318B, 336B</p> <p><b>M04-S5C2-03:</b>  <b>SE/TE: Topic 14:</b> 319, 336-337</p> <p><b>M04-S5C2-07:</b>  <b>SE/TE: Topic 14:</b> 316-317, 320</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 5. Describe the change in perimeter or area when one attribute (length or width) of a rectangle changes.</p> <p>Connections: M04-S1C3-02, M04-S4C4-04</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M04-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 5:</b> <b>SE/TE: Topic 14:</b> 332A-333B, 334A-335B, 336A-337, 339, 340-342</p> <p><b>Teacher Resource Masters:</b> <b>Topic 14:</b> 65-68, 71-74</p> <p><b>Process Integration</b> <b>M04-S5C2-03:</b> <b>SE/TE: Topic 14:</b> 332-333, 334-335</p> <p><b>M04-S5C2-06:</b> <b>SE/TE: Topic 14:</b> 332B, 335</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Strand 5: Structure and Logic</b>		
<b>Concept 1: Algorithms and Algorithmic Thinking</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Analyze common algorithms for computing (adding, subtracting, multiplying, and dividing) with whole numbers using the associative, commutative, and distributive properties.</p> <p>Connections: M04-S1C2-01, M04-S1C2-02, M04-S1C2-04, M04-S1C2-05, M04-S1C2-06, M04-S1C3-02</p>	<p>M04-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p>	<p><b>PO 1:</b> <b>Arizona Connections Booklet:</b> Lesson 1 <b>SE/TE: Topic 2:</b> 28A-30, 31A-31B, <b>Topic 3:</b> 52D-52F, 52-53, 60A-61B, 66 (Ex. 5), <b>Topic 4:</b> 79, <b>Topic 5:</b> 98A-99B, <b>Topic 7:</b> 150A-151B, 155</p> <p><b>Process Integration</b> <b>M04-S5C2-03:</b> <b>SE/TE: Topic 2:</b> 28-29, <b>Topic 3:</b> 60-61</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Logic, Reasoning, Problem Solving, and Proof</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
	Some of the Strand 5 Concept 2 performance objectives are listed throughout the grade level document in the Process Integration Column (2nd column). Since these performance objectives are connected to the other content strands, the process integration column is not used in this section next to those performance objectives.	
PO 1. Analyze a problem situation to determine the question(s) to be answered.		<p><b>PO 1:</b> Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; or Use a Graph. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Analyzing a problem situation to determine the question(s) to be answered is part of the Read and Understand phase of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 20A-21B, <b>Topic 2:</b> 34A-35B, 39, 44A-46, 47A-47B, <b>Topic 3:</b> 57, 68A-69B, <b>Topic 4:</b> 86A-88, 89A-89B, <b>Topic 5:</b> 102A-104, 105A-105B, 116A-118, 119A-119B, <b>Topic 6:</b> 134A-135B, <b>Topic 7:</b> 156A-157B, <b>Topic 8:</b> 186A-187B, <b>Topic 9:</b> 208A-209B, <b>Topic 10:</b> 233, 238A-240, 241A-241B, <b>Topic 11:</b> 258A-260, 261A-261B, <b>Topic 12:</b> 282A-283B, <b>Topic 13:</b> 293, 308A-309B, <b>Topic 14:</b> 336A-338, 339A-339B, <b>Topic 15:</b> 356A-357B, <b>Topic 16:</b> 392A-393B, <b>Topic 17:</b> 420A-422, 423A-423B, <b>Topic 18:</b> 440A-441B, <b>Topic 19:</b> 460A-461B, <b>Topic 20:</b> 476A-477B</p>

<u><b>Performance Objectives</b></u>	<u><b>Process Integration</b></u>	<u><b>Scott Foresman-AddisonWesley enVisionMATH</b></u>
<p>PO 2. Identify relevant, missing, and extraneous information related to the solution to a problem.</p>		<p><b>PO 2:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; or Use a Graph. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Identifying relevant, missing, and extraneous information related to the solution of a problem is part of the Plan and Solve phase of the problem-solving process. One problem-solving lesson focuses on the strategy, Missing or Extra Information.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 20A-21B, <b>Topic 2:</b> 34A-35B, 39, 44A-46, 47A-47B, <b>Topic 3:</b> 57, 68A-69B, <b>Topic 4:</b> 86A-88, 89A-89B, <b>Topic 5:</b> 102A-104, 105A-105B, 116A-118, 119A-119B, <b>Topic 6:</b> 134A-135B, <b>Topic 7:</b> 156A-157B, <b>Topic 8:</b> 186A-187B, <b>Topic 9:</b> 208A-209B, <b>Topic 10:</b> 233, 238A-240, 241A-241B, <b>Topic 11:</b> 258A-260, 261A-261B, <b>Topic 12:</b> 282A-283B, <b>Topic 13:</b> 293, 308A-309B, <b>Topic 14:</b> 336A-338, 339A-339B, <b>Topic 15:</b> 356A-357B, <b>Topic 16:</b> 392A-393B, <b>Topic 17:</b> 420A-422, 423A-423B, <b>Topic 18:</b> 440A-441B, <b>Topic 19:</b> 460A-461B, <b>Topic 20:</b> 476A-477B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 3. Select and use one or more strategies to efficiently solve the problem and justify the selection</p>		<p><b>PO 3:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; or Use a Graph. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Selecting and using one or more strategies to efficiently solve a problem and justifying the selection is part of the Plan and Solve and Look Back and Check phases of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 20A-21B, <b>Topic 2:</b> 34A-35B, 39, 44A-46, 47A-47B, <b>Topic 3:</b> 57, 68A-69B, <b>Topic 4:</b> 86A-88, 89A-89B, <b>Topic 5:</b> 102A-104, 105A-105B, 116A-118, 119A-119B, <b>Topic 6:</b> 134A-135B, <b>Topic 7:</b> 156A-157B, <b>Topic 8:</b> 186A-187B, <b>Topic 9:</b> 208A-209B, <b>Topic 10:</b> 233, 238A-240, 241A-241B, <b>Topic 11:</b> 258A-260, 261A-261B, <b>Topic 12:</b> 282A-283B, <b>Topic 13:</b> 293, 308A-309B, <b>Topic 14:</b> 336A-338, 339A-339B, <b>Topic 15:</b> 356A-357B, <b>Topic 16:</b> 392A-393B, <b>Topic 17:</b> 420A-422, 423A-423B, <b>Topic 18:</b> 440A-441B, <b>Topic 19:</b> 460A-461B, <b>Topic 20:</b> 476A-477B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 4. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p>		<p><b>PO 4:</b>  <b>Arizona Connections Booklet: Lesson 17</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; or Use a Graph. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Determining whether a problem to be solved is similar to previously solved problems, and identifying possible strategies for solving the problem, are part of the Plan and Solve phase of the problem-solving process. One problem-solving lesson focuses on the strategy, Solve a Simpler Problem.  Sample References:  <b>SE/TE: Topic 1:</b> 20A-21B, <b>Topic 2:</b> 34A-35B, 39, 44A-46, 47A-47B, <b>Topic 3:</b> 57, 68A-69B, <b>Topic 4:</b> 86A-88, 89A-89B, <b>Topic 5:</b> 102A-104, 105A-105B, 116A-118, 119A-119B, <b>Topic 6:</b> 134A-135B, <b>Topic 7:</b> 156A-157B, <b>Topic 8:</b> 186A-187B, <b>Topic 9:</b> 208A-209B, <b>Topic 10:</b> 233, 238A-240, 241A-241B, <b>Topic 11:</b> 258A-260, 261A-261B, <b>Topic 12:</b> 282A-283B, <b>Topic 13:</b> 293, 308A-309B, <b>Topic 14:</b> 336A-338, 339A-339B, <b>Topic 15:</b> 356A-357B, <b>Topic 16:</b> 392A-393B, <b>Topic 17:</b> 420A-422, 423A-423B, <b>Topic 18:</b> 440A-441B, <b>Topic 19:</b> 460A-461B, <b>Topic 20:</b> 476A-477B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 5. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols</p>		<p><b>PO 5:</b> Students use a variety of concrete objects and manipulatives, including counters and measuring tools, pattern blocks and geometric solids; pictures and graphs, including diagrams, pictographs, bar graphs, and line plots; and words and symbols, including word problems and variables, to model problem situations in every lesson throughout the curriculum. Sample References: <b>SE/TE: Topic 1:</b> 10A-11, 18A-19B, <b>Topic 6:</b> 130A-131B, <b>Topic 7:</b> 146B-148, 149B, <b>Topic 8:</b> 170B-171, 173B, 177, <b>Topic 9:</b> 194B, 204A-205B, <b>Topic 10:</b> 222A-223B, <b>Topic 11:</b> 268A-269B, <b>Topic 12:</b> 276B-278, 279A-279B, 282B-283B, <b>Topic 13:</b> 296B-298, 299A-299B, <b>Topic 15:</b> 336-338, 346A-349B, <b>Topic 16:</b> 365, <b>Topic 17:</b> 408A-409B, 412-413, 418A-419B, <b>Topic 18:</b> 434B, <b>Topic 19:</b> 460B-461B, <b>Topic 20:</b> 468A-469B, 470B-471B</p>
<p>PO 6. Summarize mathematical information, explain reasoning, and draw conclusions.</p>		<p><b>PO 6:</b> Each lesson in the enVision Math curriculum includes an Interactive Learning feature in the TE which sets forth suggestions for eliciting communication from students. The teacher and students discuss and restate the purpose of the lesson, go over the math vocabulary associated with the lesson, pose and restate the problem, and explain and clarify mathematical thinking as they discuss possible models for solving the problem in large or small groups. The Teacher Resource Masters for each lesson include a Quick Check, in which students are asked to Write to Explain their reasoning. In addition, "Writing to Explain" items in the problem sets for most lessons require students to summarize their conclusions and explain their reasoning. Sample References: <b>SE/TE: Topic 1:</b> 19A, <b>Topic 2:</b> 40B, 43, <b>Topic 3:</b> 67A, <b>Topic 5:</b> 98B, 99, 115A, <b>Topic 7:</b> 144B, 157A, <b>Topic 8:</b> 172, 180B, <b>Topic 9:</b> 199A, <b>Topic 10:</b> 220B, 235A, <b>Topic 11:</b> 259, <b>Topic 12:</b> 268B, 283A, <b>Topic 13:</b> 308B, <b>Topic 14:</b> 327, 327A, <b>Topic 15:</b> 352B, <b>Topic 16:</b> 369A, 386B, <b>Topic 17:</b> 407A, 408-409, 420B, <b>Topic 18:</b> 441A, <b>Topic 19:</b> 460B, <b>Topic 20:</b> 470-471, 477A</p>



<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 7. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question</p>		<p><b>PO 7:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; or Use a Graph. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Analyzing and evaluating whether a solution is reasonable, is mathematically correct, and answers the question is part of the Look Back and Check phase of the problem-solving process. One problem-solving lesson focuses specifically on this particular strategy: Reasonableness.  Sample References:  <b>SE/TE: Topic 1:</b> 20A-21B, <b>Topic 2:</b> 34A-35B, 39, 44A-46, 47A-47B, <b>Topic 3:</b> 57, 68A-69B, <b>Topic 4:</b> 86A-88, 89A-89B, <b>Topic 5:</b> 102A-104, 105A-105B, 116A-118, 119A-119B, <b>Topic 6:</b> 134A-135B, <b>Topic 7:</b> 156A-157B, <b>Topic 8:</b> 186A-187B, <b>Topic 9:</b> 208A-209B, <b>Topic 10:</b> 233, 238A-240, 241A-241B, <b>Topic 11:</b> 258A-260, 261A-261B, <b>Topic 12:</b> 282A-283B, <b>Topic 13:</b> 293, 308A-309B, <b>Topic 14:</b> 336A-338, 339A-339B, <b>Topic 15:</b> 356A-357B, <b>Topic 16:</b> 392A-393B, <b>Topic 17:</b> 420A-422, 423A-423B, <b>Topic 18:</b> 440A-441B, <b>Topic 19:</b> 460A-461B, <b>Topic 20:</b> 476A-477B</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 8. Make and test conjectures based on data (or information) collected from explorations and experiments.</p>		<p><b>PO 8:</b>  Students make and test conjectures in every lesson as they participate in Interactive Learning explorations described on the second page of every lesson in the TE. One problem-solving lesson focuses on the strategy, Make and Test Generalizations.  Sample References:  <b>SE/TE: Topic 1:</b> 16B, <b>Topic 2:</b> 42B, <b>Topic 3:</b> 68B, <b>Topic 5:</b> 100B, <b>Topic 6:</b> 128B, <b>Topic 7:</b> 146B, <b>Topic 8:</b> 166B, 182B, <b>Topic 9:</b> 202B, 208A-209B, <b>Topic 10:</b> 222B, 238B, <b>Topic 12:</b> 270B, <b>Topic 13:</b> 294B, <b>Topic 14:</b> 316B, 332B, <b>Topic 15:</b> 354B, <b>Topic 16:</b> 374B, 390B, <b>Topic 17:</b> 410B, <b>Topic 18:</b> 432B, <b>Topic 19:</b> 450B, <b>Topic 20:</b> 468B</p>

**Scott Foresman – Addison Wesley enVisionMATH  
to the  
Arizona Mathematics Standards Articulated by Grade Level  
Grade Five**

<b>Strand 1: Number and Operations</b>		
<b>Concept 1: Number Sense</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Determine equivalence by converting between benchmark fractions, decimals, and percents.</p> <p>Connections: M05-S1C1-04, M05-S1C1-05, M05-S1C2-01, M05-S1C3-01, M05-S2C2-01, M05-S5C1-01</p>	<p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 9:</b> 218D, 219, 224-225B, 238A-241B, 242A-243B, 244A-245B, 250-253, <b>Topic 16:</b> 394B, 398A-399B, 400A-401B, 402A-403B, 406-407</p> <p><b>Process Integration</b> <b>M05-S5C2-05:</b> <b>SE/TE: Topic 9:</b> 224-225, <b>Topic 16:</b> 398B-399</p> <p><b>M05-S5C2-07:</b> <b>SE/TE: Topic 9:</b> 242B, <b>Topic 16:</b> 399</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Differentiate between prime and composite numbers; differentiate between factors and multiples for whole numbers.</p> <p>Connections: M05-S1C2-01, M05-S1C2-02, M05-S1C2-03, M05-S5C1-01, M05-S5C2-09</p>	<p>M05-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 2:</b> <b>Arizona Connections Booklet:</b> Lesson 2</p> <p><b>SE/TE: Topic 2:</b> 33, <b>Topic 3:</b> 77, <b>Topic 4:</b> 82B, 102A-104, 105A-105B, 106A-108, 109, 109A-109B, 114-115, <b>Topic 6:</b> 148A, 151, <b>Topic 8:</b> 210A (Daily Spiral Review), <b>Topic 9:</b> 232A-233B, 234A, 234-235, 248-250, <b>Topic 10:</b> 254B, 254E, 255, 260A-261B, 262A, 272, 274, <b>Topic 15:</b> 382A-383, 384, 385A-385B, 386A, 390-392, <b>Topic 16:</b> 404A-405B</p> <p><b>Process Integration</b> <b>M05-S5C2-06:</b> <b>SE/TE: Topic 4:</b> 106, <b>Topic 9:</b> 232</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Locate integers on a number line.</p> <p>Connections: M05-S1C1-06, SS05-S1C1-02, SS05-S2C1-02</p>		<p><b>PO 3:</b>  <b>SE/TE: Topic 17:</b> 412B-413, 413B, 417, 418B-419B, 424-425, 426-427</p> <p><b>Teacher Resource Master:</b>  <b>Topic 17:</b> 34</p>
<p>PO 4. Compare and order positive fractions, decimals, and percents.</p> <p>Connections: M05-S1C1-01, M05-S1C3-01</p>	<p>M05-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M05-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 1:</b> 2B, 6A-8, 9-9B, 10A, 12A-13B, 14A, 18-19,  <b>Topic 2:</b> 27, <b>Topic 9:</b> 230A-231B, 232A, 248, <b>Topic 16:</b> 400A, 402A, 403, 403B (Practice)</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 1:</b> 29-32, 42-45  <b>Topic 9:</b> 60-63</p> <p><b>Process Integration</b>  <b>M05-S5C2-03:</b>  <b>SE/TE: Topic 1:</b> 9, <b>Topic 9:</b> 231</p> <p><b>M05-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 14  <b>SE/TE: Topic 1:</b> 12, <b>Topic 9:</b> 230</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 5. Use ratios and unit rates to model, describe and extend problems in context.</p> <p>Connections: M05-S1C1-01, M05-S1C3-01, M05-S2C1-02, M05-S2C2-01, M05-S3C4-01</p>	<p>M05-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 5:</b>  <b>Arizona Connections Booklet:</b> Lesson 6  <b>SE/TE: Topic 3:</b> 57, <b>Topic 6:</b> 148-150, 152B, <b>Topic 16:</b> 394A-394B, 396A-397B, 398A-399B, 400A-401B, 402A-403B, 404B-405B, 406-409, 409E, <b>Topic 17:</b> 421A</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 16:</b> 19-46  <b>Topic 17:</b> 40</p> <p><b>Process Integration</b>  <b>M05-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 14  <b>SE/TE: Topic 6:</b> 148, <b>Topic 16:</b> 396</p> <p><b>M05-S5C2-07:</b>  <b>SE/TE: Topic 16:</b> 399, 401B (Reteaching)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 6. Express or interpret positive and negative numbers in context.</p> <p>Connections: M05-S1C1-03, SS05-S1C1-02, SS05-S2C1-02, SS05-S5C5-01</p>	<p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 6:</b>  <b>Arizona Connections Booklet:</b> Lesson 8  <b>SE/TE: Topic 1:</b> 5, 5A, 6A, 7-8, 9-9B, <b>Topic 2:</b> 40-41, <b>Topic 3:</b> 63, 66, 69, <b>Topic 4:</b> 88A-89B, 100, <b>Topic 17:</b> 410A, 412B-413B, 414A, 424</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 1:</b> 26, 29-32  <b>Topic 4:</b> 41-46  <b>Topic 17:</b> 21-25</p> <p><b>Process Integration</b>  <b>M05-S5C2-05:</b>  <b>SE/TE: Topic 1:</b> 9, <b>Topic 17:</b> 412B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Numerical Operations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Add and subtract decimals through thousandths and fractions expressing solutions in simplest form.</p> <p>Connections: M05-S1C1-01, M05-S1C1-02, M05-S1C2-05, M05-S1C3-01, M05-S3C1-01, M05-S5C1-01</p>	<p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 2:</b> 22C, 42A-43B, 44A-45B, 46-47, 49, 49A-49B, 50-54, <b>Topic 10:</b> 254A-F, 254-255, 256A-259B, 260A, 262A-263B, 264A-265B, 266A-267B, 268A-269B, 272-274</p> <p><b>Process Integration</b>  <b>M05-S5C2-05:</b>  <b>SE/TE: Topic 2:</b> 46-47, <b>Topic 10:</b> 256-257</p> <p><b>M05-S5C2-07:</b>  <b>SE/TE: Topic 2:</b> 44-45, <b>Topic 10:</b> 268</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Multiply multi-digit whole numbers.</p> <p>Connections: M05-S1C1-02, M05-S1C2-05, M05-S1C3-01</p>	<p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 3:</b> 56B-56C, 60B-61B, 62A-63B, 64A-66, 67A-67B, 68A-69B, 71A-71B, 74A (Problem of the Day), 74B-76, 77, 77A-77B, 78-81, <b>Topic 4:</b> 84A (Daily Spiral Review)</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 3:</b> 55-64, 73</p> <p><b>Process Integration</b>  <b>M05-S5C2-07:</b>  <b>SE/TE: Topic 3:</b> 62-63, 74</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Divide multi-digit whole numbers by whole number divisors with and without remainders.</p> <p>Connections: M05-S1C1-02, M05-S1C2-05, M05-S1C3-01</p>	<p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 4:</b> 82C-82F, 84B-85B, 86B-87B, 88A-89B, 90A-92, 93A-93B, 94A-96, 97, 97A-97B, 98A-100, 101, 101A-101B, 102A, 110A-112, 113, 113A-113B, 114-119, 119E, <b>Topic 5:</b> 120A-120F, 122B-123B, 124A-125B, 128A-129B, 130A-132, 133A-133B, 134A-135B, 136A-137B, 138A, 140-143</p> <p><b>Process Integration</b>  <b>M05-S5C2-07:</b>  <b>SE/TE: Topic 4:</b> 97, <b>Topic 5:</b> 124</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 4. Apply the associative, commutative, and distributive properties to solve numerical problems.</p> <p>Connections: M05-S1C2-05, M05-S5C1-01, M05-S5C2-10</p>	<p>M05-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 2:</b> 22A, 22E, 24A-26, 27A-27B, 50, 52, <b>Topic 3:</b> 56A, 58A-59B, 60A, 60, 80, <b>Topic 6:</b> 144B, 156A-157B, 158A, 164, 166, <b>Topic 9:</b> 223</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 2:</b> 30-32  <b>Topic 3:</b> 31-34  <b>Topic 6:</b> 42-44</p> <p><b>Process Integration</b>  <b>M05-S5C2-06:</b>  <b>SE/TE: Topic 3:</b> 59, <b>Topic 6:</b> 156B</p> <p><b>M05-S5C2-07:</b>  <b>SE/TE: Topic 6:</b> 157, 157B (Enrichment)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 5. Simplify numerical expressions (including fractions and decimals) using the order of operations with or without grouping symbols.</p> <p>Connections: M05-S1C2-01, M05-S1C2-02, M05-S1C2-03, M05-S1C2-04, M05-S5C2-10</p>	<p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 5:</b>  <b>Arizona Connections Booklet:</b> Lesson 3  <b>SE/TE: Topic 3:</b> 67, <b>Topic 6:</b> 144B, 156A-157B, 158A, 164-165, 166, 167B, <b>Topic 7:</b> 191, <b>Topic 9:</b> 223, <b>Topic 15:</b> 385</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 6:</b> 42-44</p> <p><b>Process Integration</b>  <b>M05-S5C2-07:</b>  <b>SE/TE: Topic 6:</b> 157, 157B (Enrichment)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b>Concept 3: Estimation</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Make estimates appropriate to a given situation or computation with whole numbers, fractions, and decimals</p> <p>Connections: M05-S1C1-01, M05-S1C1-04, M05-S1C1-05, M05-S1C2-01, M05-S1C2-02, M05-S1C2-03, M05-S2C1-02, M05-S2C1-03, M05-S2C2-01, M05-S2C3-02, M05-S2C4-02, M05-S3C1-01, M05-S3C3-01, M05-S3C4-01, M05-S4C4-01, M05-S4C4-02, M05-S4C4-04, M05-S4C4-05</p>	<p>M05-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M05-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 2:</b> 30A-32, 33A-33B, 37, <b>Topic 3:</b> 62A-63B, <b>Topic 4:</b> 86A-87B, 88A-89B, <b>Topic 5:</b> 124A-125B, 136A-137B, 143A, <b>Topic 7:</b> 174A-175B, 184A-185B, 191, <b>Topic 8:</b> 209, <b>Topic 10:</b> 263, 265, 275A, <b>Topic 12:</b> 297, 312, <b>Topic 14:</b> 352, 353, 357, <b>Topic 15:</b> 381, 385, <b>Topic 16:</b> 399, <b>Topic 18:</b> 431, 451, <b>Topic 19:</b> 479</p> <p><b>Process Integration</b>  <b>M05-S5C2-01:</b>  <b>Arizona Connections Booklet:</b> Lesson 4</p> <p><b>SE/TE: Topic 4:</b> 88B, <b>Topic 7:</b> 184B</p> <p><b>M05-S5C2-06:</b>  <b>SE/TE: Topic 5:</b> 124-125, <b>Topic 7:</b> 185</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>		
<b>Concept 1: Data Analysis (Statistics)</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Collect, record, organize, and display data using multi-bar graphs or double line graphs.</p> <p>Connections: M05-S2C1-02, SC05-S1C2-05, SC05-S1C4-02, SS05-S4C1-06</p>	<p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 9  <b>SE/TE: Topic 18:</b> 428B-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459, 461A-461B, <b>Topic 20:</b> 499F</p> <p><b>Process Integration</b>  <b>M05-S5C2-05:</b>  <b>SE/TE: Topic 18:</b> 432B, 461A</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Formulate and answer questions by interpreting and analyzing displays of data, including multi-bar graphs or double line graphs.</p> <p>Connections: M05-S1C1-05, M05-S1C3-01, M05-S2C1-01, M05-S2C1-03, M05-S3C4-01, M05-S5C2-09, SC05-S1C1-01, SC05-S1C1-02, SC05-S1C3-01, SS05-S4C6-02, SS05-S4C6-03</p>	<p>M05-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M05-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 18:</b> 428B-428F, 429, 430B-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 454A-455B, 456-461B</p> <p><b>Process Integration</b> <b>M05-S5C2-02:</b> <b>SE/TE: Topic 18:</b> 432B, 436B</p> <p><b>M05-S5C2-06:</b> <b>SE/TE: Topic 18:</b> 435, 445</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Use mean, median, mode, and range to analyze and describe the distribution of a given data set.</p> <p>Connections: M05-S1C3-01, M05-S2C1-02, SC05-S1C3-01</p>	<p>M05-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M05-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 3:</b> <b>SE/TE: Topic 18:</b> 428C, 450A-451B, 452A-453B, 456-459</p> <p><b>Teacher Resource Masters:</b> <b>Topic 18:</b> 73-82</p> <p><b>Process Integration</b> <b>M05-S5C2-02:</b> <b>SE/TE: Topic 18:</b> 450B, 452B</p> <p><b>M05-S5C2-06:</b> <b>SE/TE: Topic 18:</b> 450-451, 453</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Probability</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Describe the theoretical probability of events and represent the probability as a fraction, decimal, or percent.</p> <p>Connections: M05-S1C1-01, M05-S1C1-05, M05-S1C3-01, M05-S2C2-02, M05-S2C3-02</p>	<p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 20:</b> 484A-484F, 485, 488A-491B, 492A-493B, 496-499F</p> <p><b>Teacher Resource Masters:</b> <b>Topic 20:</b> 26-35</p> <p><b>Process Integration</b> <b>M05-S5C2-05:</b> <b>SE/TE: Topic 20:</b> 488B, 492B</p> <p><b>M05-S5C2-07:</b> <b>SE/TE: Topic 20:</b> 488B, 492B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Explore probability when performing experiments by</p> <ul style="list-style-type: none"> <li>• predicting the outcome,</li> <li>• recording the data,</li> <li>• comparing outcomes of the experiment to predictions, and</li> <li>• comparing the results of multiple repetitions of the experiment.</li> </ul> <p>Connections: M05-S2C2-01</p>	<p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M05-S5C2-08. Make and test conjectures based on data or information collected from explorations and experiments.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 20:</b> 484A-484F, 485, 488A-491B, 492A-493B, 496-499F</p> <p><b>Teacher Resource Masters:</b> <b>Topic 20:</b> 26-35</p> <p><b>Process Integration</b> <b>M05-S5C2-05:</b> <b>SE/TE: Topic 20:</b> 488, 492B</p> <p><b>M05-S5C2-08:</b> <b>SE/TE: Topic 20:</b> 492B, 492-493</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 3: Systematic Listing and Counting</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Analyze relationships among representations and make connections to the multiplication principle of counting.</p> <p>Connections: M05-S2C3-02, M05-S5C2-09, M05-S5C2-10</p>	<p>M05-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 12  <b>SE/TE: Topic 1: 9, Topic 20:</b> 484B-484C, 486B-487B, 488A, 488-489, 494B-495B, 496-499F</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 20:</b> 19-22, 38-41</p> <p><b>Process Integration</b>  <b>M05-S5C2-03:</b>  <b>SE/TE: Topic 20:</b> 486B, 494B</p> <p><b>M05-S5C2-07:</b>  <b>SE/TE: Topic 20:</b> 494B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Solve a variety of counting problems and explain the multiplication principle of counting.</p> <p>Connections: M05-S1C3-01, M05-S2C2-01, M05-S2C3-01</p>	<p>M05-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 13  <b>SE/TE: 9, Topic 20:</b> 484B-484C, 486B-487B, 488A, 488-489, 494B-495B, 496-499F</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 20:</b> 19-22, 38-41</p> <p><b>Process Integration</b>  <b>M05-S5C2-04:</b>  <b>Arizona Connections Booklet:</b> Lesson 14  <b>SE/TE: Topic 20:</b> 494B-495B</p> <p><b>M05-S5C2-05:</b>  <b>SE/TE: Topic 20:</b> 486-487, 494-495</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 4: Vertex-Edge Graphs</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Investigate properties of vertex-edge graphs</p> <ul style="list-style-type: none"> <li>Euler paths,</li> <li>Euler circuits, and</li> <li>degree of a vertex.</li> </ul> <p>Connections: M05-S2C4-02</p>	<p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M05-S5C2-08. Make and test conjectures based on data or information collected from explorations and experiments.</p>	<p><b>PO 1:</b> <b>Arizona Connections Booklet:</b> Lesson 10 <b>SE/TE: Topic 10:</b> 271 (TE margin refers to Extension), 275A (Extension for Lesson 10-7)</p> <p><b>Process Integration</b> <b>M05-S5C2-05:</b> <b>SE/TE: Topic 10:</b> 275A (Extension for Lesson 10-7)</p> <p><b>M05-S5C2-08:</b> <b>SE/TE: Topic 10:</b> 275A (Extension for Lesson 10-7)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Solve problems related to Euler paths and circuits.</p> <p>Connections: M05-S1C3-01, M05-S2C4-01, M05-S5C2-10</p>	<p>M05-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M05-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M05-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p>	<p><b>PO 1:</b> <b>Arizona Connections Booklet:</b> Lesson 11 <b>SE/TE: Topic 10:</b> 271 (TE margin refers to Extension), 275A (Extension for Lesson 10-7)</p> <p><b>Process Integration</b> <b>M05-S5C2-01:</b> <b>Arizona Connections Booklet:</b> Lesson 4 <b>SE/TE: Topic 10:</b> 275A (Extension for Lesson 10-7)</p> <p><b>M05-S5C2-03:</b> <b>SE/TE: Topic 10:</b> 275A (Extension for Lesson 10-7)</p> <p><b>M05-S5C2-04:</b> <b>Arizona Connections Booklet:</b> Lesson 14 <b>SE/TE: Topic 10:</b> 275A (Extension for Lesson 10-7)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Strand 3: Patterns, Algebra, and Functions</b>		
<b>Concept 1: Patterns</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Recognize, describe, create, and analyze a numerical sequence involving fractions and decimals using addition and subtraction.  Connections: M05-S1C2-01, M05-S1C3-01, M05-S3C4-01	M05-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.  M05-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	<b>PO 1:</b> <b>SE/TE: Topic 1: 14A-17B</b>  <b>Teacher Resource Masters:</b> <b>Topic 1: Topic 2: 49-52</b>  <b>Process Integration</b> <b>M05-S5C2-03:</b> <b>SE/TE: Topic 1: 14A-17B</b>  <b>M05-S5C2-04:</b> <b>Arizona Connections Booklet: Lesson 14</b> <b>SE/TE: Topic 1: 14A-17B</b>  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic

<b>Concept 2: Functions and Relationships</b>		
In Grade 5, there are no performance objectives in this concept.		
<b>Concept 3: Algebraic Representations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Create and solve two-step equations that can be solved using inverse operations with whole numbers.  Connections: M05-S1C3-01, M05-S5C2-10	M05-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.  M05-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.	<b>PO 1:</b> <b>SE/TE: Topic 15: 374A, 374C, 376A-377B, 378A-379B, 380A, 386A-389B, 390-392</b>  <b>Teacher Resource Masters:</b> <b>Topic 15: 21-25, 27-30, 44, 46-49</b>  <b>Process Integration</b> <b>M05-S5C2-01:</b> <b>Arizona Connections Booklet: Lesson 4</b> <b>SE/TE: Topic 15: 377, 386-387</b>  <b>M05-S5C2-02:</b> <b>SE/TE: Topic 15: 376B, 379</b>  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic

<b>Concept 4: Analysis of Change</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Describe patterns of change including constant rate and increasing or decreasing rate.</p> <p>Connections: M05-S1C1-05, M05-S1C3-01, M05-S2C1-02, M05-S3C1-01, M05-S5C2-10, SC05-S1C3-01</p>	<p>M05-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 7  <b>SE/TE: Topic 6:</b> 148A-151B, 152B, <b>Topic 14:</b> 367A-367B, <b>Topic 15:</b> 382B-384, 385A-385B, 386-387, 390-392, 393B (Extension for Lesson 15-4), <b>Topic 16:</b> 404B-405B, 406-407B, <b>Topic 17:</b> 410B, 420B-421B, 422A, <b>Topic 18:</b> 461A</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 14:</b> 81-84  <b>Topic 15:</b> 40-43  <b>Topic 16:</b> 43-46  <b>Topic 17:</b> 40-43</p> <p><b>Process Integration</b>  <b>M05-S5C2-02:</b>  <b>SE/TE: Topic 15:</b> 382B, <b>Topic 16:</b> 404B</p> <p><b>M05-S5C2-05:</b>  <b>SE/TE: Topic 15:</b> 382-384, <b>Topic 16:</b> 404-405</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Strand 4: Geometry and Measurement</b>		
<b>Concept 1: Geometric Properties</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Draw and label 2-dimensional figures given specific attributes including angle measure and side length.</p> <p>Connections: M05-S4C1-03, M05-S4C1-04, M05-S4C4-03, M05-S5C2-10</p>	<p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 8:</b> 198B-198D, 198F, 199, 200B, 203, 206B-207B, 208A-209B, 210A-211B, 212A-213B, 214-217, 217E-217G, <b>Topic 12:</b> 294D, 300B-302, 303A-303B, 304A-305B, 306A-307B, 308A-309B, 310A-313B, 314A-315B, 316-319E</p> <p><b>Process Integration</b>  <b>M05-S5C2-05:</b>  <b>SE/TE: Topic 8:</b> 208-209B, <b>Topic 12:</b> 300B</p> <p><b>M05-S5C2-07:</b>  <b>SE/TE: Topic 8:</b> 209B (Enrichment), <b>Topic 12:</b> 312</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Solve problems by understanding and applying the property that the sum of the interior angles of a triangle is <math>180^\circ</math>.</p> <p>Connections: M05-S4C4-03</p>	<p>M05-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M05-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 8:</b> 208-209B, 210A (Daily Spiral Review), 210-211, 212 (Ex. 6), 214-215, 217G (Extension for Lesson 8-6)</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 8:</b> 53-56</p> <p><b>Process Integration</b>  <b>M05-S5C2-01:</b>  <b>Arizona Connections Booklet:</b> Lesson 4  <b>SE/TE: Topic 8:</b> 208-209B</p> <p><b>M05-S5C2-02:</b>  <b>SE/TE: Topic 8:</b> 208-209B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Classify quadrilaterals by their properties.</p> <p>Connections: M05-S4C1-01, M05-S4C1-04, M05-S4C4-04, M05-S4C4-05, M05-S5C1-02, M05-S5C2-10</p>	<p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M05-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 3:</b> <b>SE/TE: Topic 8:</b> 198B, 210A-211B, 212-213, 214-215, 217F-217G, <b>Topic 12:</b> 294D, 304A-305B, 306A-307B, 314A-315B, 316-319D</p> <p><b>Process Integration</b> <b>M05-S5C2-05:</b> <b>SE/TE: Topic 8:</b> 210B, <b>Topic 12:</b> 314-315</p> <p><b>M05-S5C2-06:</b> <b>SE/TE: Topic 8:</b> 210, <b>Topic 12:</b> 314B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Compare attributes of 2-dimensional figures with 3-dimensional figures by drawing and constructing nets and models.</p> <p>Connections: M05-S4C1-01, M05-S4C1-03</p>	<p>M05-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M05-S5C2-08. Make and test conjectures based on data or information collected from explorations and experiments</p>	<p><b>PO 4:</b> <b>SE/TE: Topic 12:</b> 300A (Daily Spiral Review), <b>Topic 13:</b> 320A-320F, 320-321, 322A-324, 325A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-335B, 336A-339B, 340A-341B, 342-344</p> <p><b>Process Integration</b> <b>M05-S5C2-03:</b> <b>SE/TE: Topic 13:</b> 327, 340-341</p> <p><b>M05-S5C2-08:</b> <b>SE/TE: Topic 13:</b> 326B, 340B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 2: Transformation of Shapes</b>		
In Grade 5, there are no performance objectives in this concept		
<b>Concept 3: Coordinate Geometry</b>		
In Grade 5, there are no performance objectives in this concept.		
<b>Concept 4: Measurement</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Solve problems using elapsed time.  Connections: M05-S1C3-01	M05-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.  M05-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	<b>PO 1:</b> <b>SE/TE: Topic 14:</b> 346B, 346F, 358A-360, 361, 361A-361B, 362A-363B, 364A (Daily Spiral Review), 366B-366, 368-369B, 372-373A  <b>Teacher Resource Masters:</b> <b>Topic 14:</b> 63-73  <b>Process Integration</b> <b>M05-S5C2-01:</b> <b>Arizona Connections Booklet:</b> Lesson 4 <b>SE/TE: Topic 14:</b> 358-360, 362-363  <b>M05-S5C2-04:</b> <b>Arizona Connections Booklet:</b> Lesson 14 <b>SE/TE: Topic 14:</b> 361, 362B  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic
PO 2. State an appropriate measure and degree of accuracy in a given context.  Connections: M05-S1C3-01, M05-S4C4-03, SC05-S1C2-04	M05-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.	<b>PO 2:</b> <b>Arizona Connections Booklet:</b> Lesson 5 <b>SE/TE: Topic 8:</b> 204A-205B, <b>Topic 12:</b> 296A-297B, 298A-298B, 300A-302, 303A-303B, 304A-305B, <b>Topic 14:</b> 348A-349B, 350A-351B, 352A-353B  <b>Teacher Resource Masters:</b> <b>Topic 8:</b> 41-44 <b>Topic 12:</b> 31-35, 37-41  <b>Process Integration</b> <b>M05-S5C2-06:</b> <b>SE/TE: Topic 12:</b> 303, 303B  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Measure angles between 0 and 360 degrees.</p> <p>Connections: M05-S4C1-01, M05-S4C1-02, M05-S4C4-02</p>	<p>M05-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p>	<p><b>PO 3:</b> <b>SE/TE: Topic 8:</b> 198A, 198C, 204A-205B, 206A, 207A, 208B-209B, 210A-211B, 212A, 214-217</p> <p><b>Teacher Resource Masters:</b> <b>Topic 8:</b> 41-44</p> <p><b>Process Integration</b> <b>M05-S5C2-03:</b> <b>SE/TE: Topic 8:</b> 205, 208</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Solve problems involving the area of 2-dimensional figures by using the properties of parallelograms and triangles.</p> <p>Connections: M05-S1C3-01, M05-S4C1-03, M05-S5C1-02</p>	<p>M05-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 4:</b> <b>SE/TE: Topic 12:</b> 294C, 294F, 295, 304A-305B, 306A-307B, 308A-309B, 310A, 314B-315B, 316-319</p> <p><b>Teacher Resource Masters:</b> <b>Topic 12:</b> 48-64, 73-76</p> <p><b>Process Integration</b> <b>M05-S5C2-03:</b> <b>SE/TE: Topic 12:</b> 304-305, 306-307</p> <p><b>M05-S5C2-05:</b> <b>SE/TE: Topic 12:</b> 304B, 306B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 5. Solve problems involving area and perimeter of regular and irregular polygons using reallocation of square units.</p> <p>Connections: M05-S1C3-01, M05-S4C1-03, M05-S5C1-02</p>	<p>M05-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 5:</b> <b>SE/TE: Topic 12:</b> 294A-F, 295, 300A-302, 303A-303B, 304A-305B, 306A-307B, 308A-309B, 314B-315B, 316-319</p> <p><b>Teacher Resource Masters:</b> <b>Topic 12:</b> 43-65, 73-76</p> <p><b>Process Integration</b> <b>M05-S5C2-03:</b> <b>SE/TE: Topic 12:</b> 300-302, 307</p> <p><b>M05-S5C2-05:</b> <b>SE/TE: Topic 12:</b> 300A, 308B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Strand 5: Structure and Logic</b>		
<b>Concept 1: Algorithms and Algorithmic Thinking</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Analyze common algorithms for adding and subtracting fractions and decimals using the associative, commutative, and distributive properties.</p> <p>Connections: M05-S1C1-01, M05-S1C1-02, M05-S1C2-01, M05-S1C2-04, M05-S5C2-10</p>	<p>M05-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M05-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p><b>PO 1:</b> <b>Arizona Connections Booklet:</b> Lesson 1</p> <p>Students apply these properties to whole numbers with the understanding that this application can be extended to all real numbers. <b>SE/TE: Topic 2:</b> 22A, 22E, 24A-26, 27A-27B, 50, 52, <b>Topic 3:</b> 56A, 58A-59B, 60A, 60, 80, <b>Topic 6:</b> 144B, 156A-157B, 158A, 164, 166, <b>Topic 9:</b> 223</p> <p><b>Teacher Resource Masters:</b> <b>Topic 2:</b> 30-32 <b>Topic 3:</b> 31-34 <b>Topic 6:</b> 42-44</p> <p><b>Process Integration</b> <b>M05-S5C2-06:</b> <b>SE/TE: Topic 3:</b> 59, <b>Topic 6:</b> 156B</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
(continued)		<b>M05-S5C2-07:</b> <b>SE/TE: Topic 6:</b> 157, 157B (Enrichment)  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic
PO 2. Develop an algorithm or formula to calculate areas and perimeters of simple polygons.  Connections: M05-S4C1-03, M05-S4C4-04, M05-S4C4-05, M05-S5C2-10	M05-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.	<b>PO 2:</b> <b>SE/TE: Topic 12:</b> 294A-F, 295, 300A-302, 303A-303B, 304A-305B, 306A-307B, 308A-309B , 314B-315B, 316-319  <b>Teacher Resource Masters:</b> <b>Topic 12:</b> 43-65, 73-76  <b>Process Integration</b> <b>M05-S5C2-06:</b> <b>SE/TE: Topic 12:</b> 301-302, 307  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic

**Concept 2: Logic, Reasoning, Problem Solving, and Proof**

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
	Some of the Strand 5 Concept 2 performance objectives are listed throughout the grade level document in the Process Integration Column (2nd column). Since these performance objectives are connected to the other content strands, the process integration column is not used in this section next to those performance objectives.	

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 1. Analyze a problem situation to determine the question(s) to be answered.</p>		<p><b>PO 1:</b>  <b>Arizona Connections Booklet: Lesson 4</b></p> <p>Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Act It Out; Solve a Simpler Problem; Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Multiple-Step Problems; or Reasonableness. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Analyzing a problem situation to determine the question(s) to be answered is part of the Read and Understand phase of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 9, 14A-16, 17A-17B, <b>Topic 2:</b> 27, 34A-36, 37A-37B, <b>Topic 3:</b> 74A-76, 77A-77B, <b>Topic 4:</b> 88A-89B, 110A-112, 113A-113B, <b>Topic 5:</b> 126A-127B, 138A-139B, <b>Topic 6:</b> 161, 162A-163B, <b>Topic 7:</b> 188A-190, 191A-191B, <b>Topic 8:</b> 212A-213B, <b>Topic 9:</b> 237, 246A-247B, <b>Topic 10:</b> 270A-271B, <b>Topic 11:</b> 288A-289B, <b>Topic 12:</b> 314A-315B, <b>Topic 13:</b> 340A-341B, <b>Topic 14:</b> 361, 366A-367B, <b>Topic 15:</b> 386A-388, 389A-389B, <b>Topic 16:</b> 404A-405B, <b>Topic 17:</b> 422A-423B, <b>Topic 18:</b> 454A-455B, <b>Topic 19:</b> 478A-479B, <b>Topic 20:</b> 494A-495B</p>

<u><b>Performance Objectives</b></u>	<u><b>Process Integration</b></u>	<u><b>Scott Foresman-AddisonWesley enVisionMATH</b></u>
<p>PO 2. Identify relevant, missing, and extraneous information related to the solution to a problem.</p>		<p><b>PO 2:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Act It Out; Solve a Simpler Problem; Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Multiple-Step Problems; or Reasonableness. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Identifying relevant, missing, and extraneous information related to the solution of a problem is part of the Plan and Solve phase of the problem-solving process. One problem-solving lesson focuses on the strategy, Missing or Extra Information.  Sample References:  <b>SE/TE: Topic 1:</b> 9, 14A-16, 17A-17B, <b>Topic 2:</b> 27, 34A-36, 37A-37B, <b>Topic 3:</b> 74A-76, 77A-77B, <b>Topic 4:</b> 88A-89B, 110A-112, 113A-113B, <b>Topic 5:</b> 126A-127B, 138A-139B, <b>Topic 6:</b> 161, 162A-163B, <b>Topic 7:</b> 188A-190, 191A-191B, <b>Topic 8:</b> 212A-213B, <b>Topic 9:</b> 237, 246A-247B, <b>Topic 10:</b> 270A-271B, <b>Topic 11:</b> 288A-289B, <b>Topic 12:</b> 314A-315B, <b>Topic 13:</b> 340A-341B, <b>Topic 14:</b> 361, 366A-367B, <b>Topic 15:</b> 386A-388, 389A-389B, <b>Topic 16:</b> 404A-405B, <b>Topic 17:</b> 422A-423B, <b>Topic 18:</b> 454A-455B, <b>Topic 19:</b> 478A-479B, <b>Topic 20:</b> 494A-495B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 3. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p>		<p><b>PO 3:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Act It Out; Solve a Simpler Problem; Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Multiple-Step Problems; or Reasonableness. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Selecting and using one or more strategies to efficiently solve a problem and justifying the selection is part of the Plan and Solve and Look Back and Check phases of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 9, 14A-16, 17A-17B, <b>Topic 2:</b> 27, 34A-36, 37A-37B, <b>Topic 3:</b> 74A-76, 77A-77B, <b>Topic 4:</b> 88A-89B, 110A-112, 113A-113B, <b>Topic 5:</b> 126A-127B, 138A-139B, <b>Topic 6:</b> 161, 162A-163B, <b>Topic 7:</b> 188A-190, 191A-191B, <b>Topic 8:</b> 212A-213B, <b>Topic 9:</b> 237, 246A-247B, <b>Topic 10:</b> 270A-271B, <b>Topic 11:</b> 288A-289B, <b>Topic 12:</b> 314A-315B, <b>Topic 13:</b> 340A-341B, <b>Topic 14:</b> 361, 366A-367B, <b>Topic 15:</b> 386A-388, 389A-389B, <b>Topic 16:</b> 404A-405B, <b>Topic 17:</b> 422A-423B, <b>Topic 18:</b> 454A-455B, <b>Topic 19:</b> 478A-479B, <b>Topic 20:</b> 494A-495B</p>



<u><b>Performance Objectives</b></u>	<u><b>Process Integration</b></u>	<u><b>Scott Foresman-AddisonWesley enVisionMATH</b></u>
<p>PO 4. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p>		<p><b>PO 4:</b>  <b>Arizona Connections Booklet: Lesson 14</b></p> <p>Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Act It Out; Solve a Simpler Problem; Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Multiple-Step Problems; or Reasonableness. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Determining whether a problem to be solved is similar to previously solved problems, and identifying possible strategies for solving the problem, are part of the Plan and Solve phase of the problem-solving process. One problem-solving lesson focuses on the strategy, Solve a Simpler Problem.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 9, 14A-16, 17A-17B, <b>Topic 2:</b> 27, 34A-36, 37A-37B, <b>Topic 3:</b> 74A-76, 77A-77B, <b>Topic 4:</b> 88A-89B, 110A-112, 113A-113B, <b>Topic 5:</b> 126A-127B, 138A-139B, <b>Topic 6:</b> 161, 162A-163B, <b>Topic 7:</b> 188A-190, 191A-191B, <b>Topic 8:</b> 212A-213B, <b>Topic 9:</b> 237, 246A-247B, <b>Topic 10:</b> 270A-271B, <b>Topic 11:</b> 288A-289B, <b>Topic 12:</b> 314A-315B, <b>Topic 13:</b> 340A-341B, <b>Topic 14:</b> 361, 366A-367B, <b>Topic 15:</b> 386A-388, 389A-389B, <b>Topic 16:</b> 404A-405B, <b>Topic 17:</b> 422A-423B, <b>Topic 18:</b> 454A-455B, <b>Topic 19:</b> 478A-479B, <b>Topic 20:</b> 494A-495B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 5. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>		<p><b>PO 5:</b>  Students use a variety of concrete objects and manipulatives, including counters and measuring tools, pattern blocks and geometric solids; pictures and graphs, including diagrams, pictographs, bar graphs, and line plots; and words and symbols, including word problems and variables, to model problem situations in every lesson throughout the curriculum.  Sample References:  <b>SE/TE: Topic 1:</b> 4B-5, 10-11, <b>Topic 2:</b> 34A-36, 37A-37B, 49, <b>Topic 3:</b> 64B, 68B, <b>Topic 4:</b> 90B-91, 102, 106-107, 109A-109B <b>Topic 5:</b> 130B, <b>Topic 6:</b> 148A-151B, <b>Topic 8:</b> 212-213, <b>Topic 9:</b> 218A-218B, 224-225, 232B, 238B-240, 242-243, 244B-245B, <b>Topic 10:</b> 256-257, 262-263, <b>Topic 12:</b> 306-307, <b>Topic 13:</b> 326B-327B, <b>Topic 14:</b> 348B, 352B, <b>Topic 15:</b> 378A-379B, 380B-381B, 385A-385B, 386A-389B, <b>Topic 16:</b> 404A-405B, <b>Topic 17:</b> 410B, 418A-419B, 420A-421B, <b>Topic 18:</b> 430A-431B, 454A-455B, <b>Topic 19:</b> 486B-487B</p>
<p>PO 6. Summarize mathematical information, explain reasoning, and draw conclusions.</p>		<p><b>PO 6:</b>  Each lesson in the enVision Math curriculum includes an Interactive Learning feature in the TE which sets forth suggestions for eliciting communication from students. The teacher and students discuss and restate the purpose of the lesson, go over the math vocabulary associated with the lesson, pose and restate the problem, and explain and clarify mathematical thinking as they discuss possible models for solving the problem in large or small groups. The Teacher Resource Masters for each lesson include a Quick Check, in which students are asked to Write to Explain their reasoning. In addition, "Writing to Explain" items in the problem sets for most lessons require students to summarize their conclusions and explain their reasoning.  Sample References:  <b>SE/TE: Topic 1:</b> 5A, 8, 10B, <b>Topic 2:</b> 38B, 42-43, <b>Topic 3:</b> 59A, 66, 68B, <b>Topic 4:</b> 90B, 94-95, 105A, <b>Topic 5:</b> 124-125, 128B, <b>Topic 6:</b> 146-147, 148B, 151A, <b>Topic 7:</b> 172B, 179, 187A, <b>Topic 8:</b> 204B, 209, <b>Topic 9:</b> 228B, 231A, 235, <b>Topic 10:</b> 256B, 265, 269A, <b>Topic 11:</b> 280B, 285, <b>Topic 12:</b> 302, 304B, 309A, <b>Topic 13:</b> 328B, 334, <b>Topic 14:</b> 353A, 356B, 362, <b>Topic 15:</b> 378B, 380-381, <b>Topic 16:</b> 397A, 402B, 405, <b>Topic 17:</b> 414-415, 418B, <b>Topic 18:</b> 439A, 441, 450B, <b>Topic 19:</b> 468B, 470-471, 479A, <b>Topic 20:</b> 488B, 488-489</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 7. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>		<p><b>PO 7:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Act It Out; Solve a Simpler Problem; Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Multiple-Step Problems; or Reasonableness. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Analyzing and evaluating whether a solution is reasonable, is mathematically correct, and answers the question is part of the Look Back and Check phase of the problem-solving process. Two problem-solving lessons focus specifically on the concept of Reasonableness.  Sample References:  <b>SE/TE: Topic 1:</b> 9, 14A-16, 17A-17B, <b>Topic 2:</b> 27, 34A-36, 37A-37B, <b>Topic 3:</b> 74A-76, 77A-77B, <b>Topic 4:</b> 88A-89B, 110A-112, 113A-113B, <b>Topic 5:</b> 126A-127B, 138A-139B, <b>Topic 6:</b> 161, 162A-163B, <b>Topic 7:</b> 188A-190, 191A-191B, <b>Topic 8:</b> 212A-213B, <b>Topic 9:</b> 237, 246A-247B, <b>Topic 10:</b> 270A-271B, <b>Topic 11:</b> 288A-289B, <b>Topic 12:</b> 314A-315B, <b>Topic 13:</b> 340A-341B, <b>Topic 14:</b> 361, 366A-367B, <b>Topic 15:</b> 386A-388, 389A-389B, <b>Topic 16:</b> 404A-405B, <b>Topic 17:</b> 422A-423B, <b>Topic 18:</b> 454A-455B, <b>Topic 19:</b> 478A-479B, <b>Topic 20:</b> 494A-495B</p>
<p>PO 8. Make and test conjectures based on data or information collected from explorations and experiments.</p>		<p><b>PO 8:</b>  Students make and test conjectures in every lesson as they participate in Interactive Learning explorations described on the second page of every lesson in the TE. One problem-solving lesson focuses on the strategy, Make and Test Generalizations. Extension activities require students to conduct investigations and make hypotheses.  Sample References:  <b>SE/TE: Topic 1:</b> 14B, <b>Topic 2:</b> 34B, 46B, <b>Topic 3:</b> 74B, <b>Topic 4:</b> 88B, 110B, <b>Topic 5:</b> 126B, 138B, <b>Topic 6:</b> 162B, <b>Topic 7:</b> 188B, <b>Topic 8:</b> 212A-213B, <b>Topic 9:</b> 246B, 253A, <b>Topic 10:</b> 270B, <b>Topic 11:</b> 288B, <b>Topic 12:</b> 314B, <b>Topic 13:</b> 340B, <b>Topic 14:</b> 366B, <b>Topic 15:</b> 386B, <b>Topic 16:</b> 404B, <b>Topic 17:</b> 422B, <b>Topic 18:</b> 454B, <b>Topic 19:</b> 478B, <b>Topic 20:</b> 492A-493B, 494B, 499E-499F</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 9. Identify simple valid arguments using <i>if...then</i> statements based on graphic organizers.</p> <p>Connections: M05-S1C1-02, M05-S2C1-02, M05-S2C3-01, M05-S5C2-10</p>	<p>M05-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p><b>PO 9:</b> <b>Arizona Connections Booklet:</b> Lesson 15</p> <p>One problem-solving lesson focuses on the strategy, Make and Test Generalizations. Extension activities require students to conduct investigations and make hypotheses. Students use Venn diagrams to graphically organize data. <b>SE/TE: Topic 8:</b> 198B, 212A-213B, 217F, <b>Topic 18:</b> 431 (TE margin refers to Extension), 461A (Extension for Lesson 18-1), <b>Topic 20:</b> 499E-499F</p> <p><b>Process Integration</b> <b>M05-S5C2-05:</b> <b>SE/TE: Topic 8:</b> 217F, <b>Topic 18:</b> 461A (Extension for Lesson 18-1)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 10. Construct <i>if... then</i> statements to generalize rules for computation, geometric properties and algebraic functions.</p> <p>Connections: M05-S1C2-04, M05-S1C2-05, M05-S2C3-01, M05-S2C4-02, M05-S3C3-01, M05-S3C4-01, M05-S4C1-01, M05-S4C1-03, M05-S5C1-01, M05-S5C1-02, M05-S5C2-09</p>	<p>M05-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p><b>PO 10:</b> <b>Arizona Connections Booklet:</b> Lesson 16</p> <p>One problem-solving lesson focuses on the strategy, Make and Test Generalizations. Extension activities require students to conduct investigations and make hypotheses. <b>SE/TE: Topic 8:</b> 212A-213B, <b>Topic 9:</b> 253A, <b>Topic 18:</b> 431 (TE margin refers to Extension), 461A (Extension for Lesson 18-1), <b>Topic 20:</b> 499E-499F</p> <p><b>Process Integration</b> <b>M05-S5C2-06:</b> <b>SE/TE: Topic 18:</b> 461A (Extension for Lesson 18-1)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

**Scott Foresman – Addison Wesley enVisionMATH  
to the  
Arizona Mathematics Standards Articulated by Grade Level  
Grade Six**

<b>Strand 1: Number and Operations</b>		
<b>Concept 1: Number Sense</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Convert between expressions for positive rational numbers, including fractions, decimals, percents, and ratios.</p> <p>Connections: M06-S1C1-03, M06-S1C1-04, M06-S1C3-01, M06-S2C2-01, M06-S2C2-02</p>	<p>M06-S5C2-05. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.</p>	<p><b>PO 1:</b> <b>SE/TE: Topic 6:</b> 142A-142F, 143, 146A-147B, 148A-149B, 150A-152, 153A-153B, 156-159, <b>Topic 14:</b> 342A-342F, 343, 344A-347B, 348A-349B, 350A-351B, 352A-353B, 354A-357B, 358A-361B</p> <p><b>Process Integration</b> <b>M06-S5C2-05:</b> <b>SE/TE: Topic 6:</b> 147, 152</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Use prime factorization to</p> <ul style="list-style-type: none"> <li>• express a whole number as a product of its prime factors and</li> <li>• determine the greatest common factor and least common multiple of two whole numbers.</li> </ul> <p>Connections: M06-S1C1-06</p>	<p>M06-S5C2-06. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 5:</b> 118A, 124A-125B, 126A-127B, 138-141</p> <p><b>Teacher Resource Masters:</b> <b>Topic 5:</b> 33-36</p> <p><b>Process Integration</b> <b>M06-S5C2-06:</b> <b>SE/TE: Topic 5:</b> 124, 127</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Demonstrate an understanding of fractions as rates, division of whole numbers, parts of a whole, parts of a set, and locations on a real number line.</p> <p>Connections: M06-S1C1-01, M06-S1C1-04, M06-S4C4-02, M06-S4C4-03</p>	<p>M06-S5C2-05. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.</p> <p>M06-S5C2-06. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 5:</b> 128A-131B, 132A-133B, 134A-135B, <b>Topic 6:</b> 142C, 144A-145B, 146A-147B, 148A-149B, <b>Topic 7:</b> 160C-160D, 162A-163B, 166A-169B, 172A-173B, 174A-177B, <b>Topic 8:</b> 186A-187B, 190A-191B, 192A-193B</p> <p><b>Process Integration</b>  <b>M06-S5C2-05:</b>  <b>SE/TE: Topic 5:</b> 133, <b>Topic 6:</b> 144-145</p> <p><b>M06-S5C2-06:</b>  <b>SE/TE: Topic 5:</b> 128B, <b>Topic 8:</b> 186B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Compare and order integers; and positive fractions, decimals, and percents.</p> <p>Connections: M06-S1C1-01, M06-S1C1-03, M06-S1C3-01, M06-S1C3-02</p>	<p>M06-S5C2-03. Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 1:</b> 8A-9A, 22A-23B, 24A, 26, 27A, 28, <b>Topic 6:</b> 148B-149B, 150, <b>Topic 10:</b> 222A-223B, 224A-225B, 226A-228, 229A-229B, 230A, 254-257</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 1:</b> 33-36, 57-60  <b>Topic 6:</b> 33  <b>Topic 10:</b> 34-35, 39-42, 45-48</p> <p><b>Process Integration</b>  <b>M06-S5C2-03:</b>  <b>SE/TE: Topic 1:</b> 23, <b>Topic 10:</b> 225</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 5. Express that a number's distance from zero on the number line is its absolute value.</p> <p>Connections: M06-S1C2-01</p>		<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 6  <b>SE/TE: Topic 10:</b> 220A, 220C, 222-223B</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 10:</b> 33-36</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 6. Express the inverse relationships between exponents and roots for perfect squares and cubes.</p> <p>Connections: M06-S1C1-02</p>	<p>M06-S5C2-06. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 1  <b>SE/TE: Topic 1:</b> 10A-12, 13A-13B, <b>Topic 2:</b> 36A-38, 39, 39A-39B, <b>Topic 4:</b> 109</p> <p><b>Process Integration</b>  <b>M06-S5C2-06:</b>  <b>SE/TE: Topic 4:</b> 109</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Numerical Operations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Apply and interpret the concepts of addition and subtraction with integers using models.</p> <p>Connections: M06-S1C1-05</p>	<p>M06-S5C2-05. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 10:</b> 220A, 220F, 230A-232, 233, 233A-233B, 234A-236, 237A-237B, 242A-244, 245A-245B, 254-257</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 10:</b> 51-55, 57-60</p> <p><b>Process Integration</b>  <b>M06-S5C2-05:</b>  <b>SE/TE: Topic 10:</b> 230, 233</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Multiply multi-digit decimals through thousandths.</p> <p>Connections: M06-S1C2-05, M06-S1C2-06, M06-S1C2-07, M06-S1C3-02, M06-S3C1-01, M06-S3C3-04, M06-S5C1-01</p>	<p>M06-S5C2-04. Apply a previously used problem-solving strategy in a new context.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 1:</b> 18-19, 21A-21B, <b>Topic 3:</b> 70A-72, 73A-73B, 84-85, 87, 88-89A, 90-91, <b>Topic 4:</b> 106-108</p> <p><b>Teacher Resource Masters:</b> <b>Topic 1:</b> 51-53 <b>Topic 3:</b> 49-52</p> <p><b>Process Integration</b> <b>M06-S5C2-04:</b> <b>SE/TE: Topic 3:</b> 70B, 70-71</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Divide multi-digit whole numbers and decimals by decimal divisors with and without remainders.</p> <p>Connections: M06-S1C2-05, M06-S1C2-06, M06-S1C2-07, M06-S1C3-02, M06-S3C1-01, M06-S3C3-04, M06-S5C1-01</p>	<p>M06-S5C2-04. Apply a previously used problem-solving strategy in a new context.</p>	<p><b>PO 3:</b> <b>SE/TE: Topic 3:</b> 76A-77B, 78A-79B, 87, 88-89A, 90-93</p> <p><b>Teacher Resource Masters:</b> <b>Topic 3:</b> 61-63, 65, 67-70</p> <p><b>Process Integration</b> <b>M06-S5C2-04:</b> <b>SE/TE: Topic 3:</b> 76B, 79</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Multiply and divide fractions.</p> <p>Connections: M06-S1C2-05, M06-S1C2-06, M06-S1C2-07, M06-S1C3-02, M06-S3C1-01, M06-S3C3-04, M06-S5C1-01</p>	<p>M06-S5C2-03. Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.</p>	<p><b>PO 4:</b> <b>SE/TE: Topic 8:</b> 184A-184F, 184-185, 186A-187B, 188A-189B, 190A-191B, 192A-193B, 194-195A, 196-199B, <b>Topic 9:</b> 200A-F, 200-201, 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210A-211B, 212A-213B, 214A, 216-219A</p> <p><b>Process Integration</b> <b>M06-S5C2-03:</b> <b>SE/TE: Topic 8:</b> 194-195, 205</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 5. Provide a mathematical argument to explain operations with two or more fractions or decimals.</p> <p>Connections: M06-S1C2-02, M06-S1C2-03, M06-S1C2-04, M06-S1C2-07, M06-S5C1-01</p>	<p>M06-S5C2-08. Make and test conjectures based on information collected from explorations and experiments.</p>	<p><b>PO 5:</b> <b>Arizona Connections Booklet: Lesson 5</b></p> <p><b>SE/TE: Topic 3:</b> 64A-65B, 70A-72, 73A-73B, 74A-75B, 76A-77B, 78A-79B, <b>Topic 7:</b> 162A-163B, 166A-168, 169A-169B, 172A-173B, 174A-176, 177A-177B, <b>Topic 8:</b> 186A-187B, 188A-189B, 190A-191B, 192A-193B, <b>Topic 9:</b> 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210A-211B, 212A-213B, <b>Topic 10:</b> 230A-232, 233A-233B, 234A-236, 237A-237B, 238A-239B, 240A-241B</p> <p><b>Process Integration</b> <b>M06-S5C2-08:</b> <b>SE/TE: Topic 7:</b> 162B, <b>Topic 10:</b> 230-231</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 6. Apply the commutative, associative, distributive, and identity properties to evaluate numerical expressions involving whole numbers.</p> <p>Connections: M06-S1C2-02, M06-S1C2-03, M06-S1C2-04, M06-S1C2-07</p>	<p>M06-S5C2-04. Apply a previously used problem-solving strategy in a new context.</p>	<p><b>PO 6:</b> <b>SE/TE: Topic 2:</b> 30B, 34A-35B, 40A-41B, 42A, 42-43, 45A, 56, <b>Topic 4:</b> 102A (Daily Spiral Review), <b>Topic 8:</b> 192A-192, <b>Topic 10:</b> 239</p> <p><b>Teacher Resource Masters:</b> <b>Topic 2:</b> 37-39, 49-51 <b>Topic 4:</b> 31</p> <p><b>Process Integration</b> <b>M06-S5C2-04:</b> <b>SE/TE: Topic 2:</b> 35, 41</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 7. Simplify numerical expressions (involving fractions, decimals, and exponents) using the order of operations with or without grouping symbols.</p> <p>Connections: M06-S1C2-02, M06-S1C2-03, M06-S1C2-04, M06-S1C2-05, M06-S1C2-06</p>	<p>M06-S5C2-04. Apply a previously used problem-solving strategy in a new context</p>	<p><b>PO 7:</b>  <b>SE/TE: Topic 2:</b> 30B, 36A-38, 39, 39A-39B, 40A, 50A, 54-57,  <b>Topic 3:</b> 80A-81B, 82A, <b>Topic 10:</b> 224A</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 2:</b> 43-47  <b>Topic 3:</b> 73-75  <b>Topic 10:</b> 37</p> <p><b>Process Integration</b>  <b>M06-S5C2-04:</b>  <b>SE/TE: Topic 2:</b> 38, <b>Topic 3:</b> 81</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 3: Estimation</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Use benchmarks as meaningful points of comparison for rational numbers.</p> <p>Connections: M06-S1C1-01, M06-S1C1-04</p>	<p>M06-S5C2-05. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 3  <b>SE/TE: Topic 1:</b> 25, <b>Topic 3:</b> 62A-63B, 66A-69B, 74, 77, 81,  <b>Topic 7:</b> 170A-171B, <b>Topic 10:</b> 244, <b>Topic 12:</b> 312,  <b>Topic 13:</b> 325, 327, <b>Topic 17:</b> 436, 440, <b>Topic 18:</b> 469, <b>Topic 19:</b> 482, <b>Topic 20:</b> 523</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 3:</b> 31-34, 43-45  <b>Topic 7:</b> 45-48</p> <p><b>Process Integration</b>  <b>M06-S5C2-05:</b>  <b>SE/TE: Topic 3:</b> 69, <b>Topic 7:</b> 170-171</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Make estimates appropriate to a given situation and verify the reasonableness of the results.</p> <p>Connections: M06-S1C1-04, M06-S1C2-02, M06-S1C2-03, M06-S1C2-04, M06-S2C1-03, M06-S2C2-02, M06-S3C3-02, M06-S3C3-04, M06-S3C4-01, M06-S4C4-01, M06-S4C4-02, M06-S4C4-03, M06-S4C4-04, M06-S4C4-05</p>	<p>M06-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M06-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 1:</b> 25, <b>Topic 3:</b> 62A-63B, 66A-69B, 74, 77, 81, <b>Topic 7:</b> 170A-171B, <b>Topic 10:</b> 244, <b>Topic 12:</b> 312, <b>Topic 13:</b> 325, 327, <b>Topic 17:</b> 436, 440, <b>Topic 18:</b> 469, <b>Topic 19:</b> 482, <b>Topic 20:</b> 523</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 3:</b> 31-34, 43-45  <b>Topic 7:</b> 45-48</p> <p><b>Process Integration</b>  <b>M06-S5C2-01:</b>  <b>Arizona Connections Booklet:</b> Lesson 4  <b>SE/TE: Topic 3:</b> 63, <b>Topic 7:</b> 170B</p> <p><b>M06-S5C2-02:</b>  <b>Arizona Connections Booklet:</b> Lesson 15  <b>SE/TE: Topic 3:</b> 62, 69</p> <p><b>M06-S5C2-07:</b>  <b>SE/TE: Topic 3:</b> 68, <b>Topic 7:</b> 171</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

**Strand 2: Data Analysis, Probability, and Discrete Mathematics**

**Concept 1: Data Analysis (Statistics)**

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Solve problems by selecting, constructing, and interpreting displays of data, including histograms and stem-and-leaf plots.</p> <p>Connections: M06-S2C1-02, M06-S2C1-03, M06-S2C1-04, SC06-S1C3-01, SC06-S1C3-04, SC06-S1C4-01, SC06-S1C4-02, SS06-S1C1-01, SS06-S1C1-02, SS06-S2C1-01, SS06-S2C1-02, SS06-S4C1-01, SS06-S4C1-02</p>	<p>M06-S5C2-06. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 3:</b> 73B, <b>Topic 5:</b> 122-123, 127, <b>Topic 11:</b> 260B, <b>Topic 19:</b> 474A-474F, 475, 476A-479B, 480A-483B, 484A-486, 487, 487A-487B, 488A-489B, 493B, 494A-497B, 498A-499B, 512-515, 517C, <b>Topic 20:</b> 530B</p> <p><b>Process Integration</b>  <b>M06-S5C2-06:</b>  <b>SE/TE: Topic 19:</b> 494-495, 498-499</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Formulate and answer questions by interpreting, analyzing, and drawing inferences from displays of data, including histograms and stem-and-leaf plots.</p> <p>Connections: M06-S2C1-01, M06-S2C1-03, M06-S2C1-04, SC06-S1C1-02, SC06-S1C3-04, SC06-S1C3-06, SS06-S1C1-02, SS06-S2C1-02, SS06-S4C1-02</p>	<p>M06-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M06-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M06-S5C2-06. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.</p> <p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 3:</b> 73B, <b>Topic 5:</b> 122-123, 127, <b>Topic 11:</b> 260B, <b>Topic 19:</b> 474A-474F, 475, 476A-479B, 480A-483B, 484A-486, 487, 487A-487B, 488A-489B, 493B, 494A-497B, 498A-499B, 512-515, 517C, <b>Topic 20:</b> 530B</p> <p><b>Process Integration</b>  <b>M06-S5C2-01:</b>  <b>Arizona Connections Booklet:</b> Lesson 4  <b>SE/TE: Topic 19:</b> 480B, 486</p> <p><b>M06-S5C2-02:</b>  <b>Arizona Connections Booklet:</b> Lesson 15  <b>SE/TE: Topic 19:</b> 484B, 487</p> <p><b>M06-S5C2-06:</b>  <b>SE/TE: Topic 19:</b> 494-495, 498-499</p> <p><b>M06-S5C2-07:</b>  <b>SE/TE: Topic 19:</b> 483, 484-485</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Use extreme values, mean, median, mode, and range to analyze and describe the distribution of a given data set.</p> <p>Connections: M06-S1C3-02, M06-S2C1-01, M06-S2C1-02, M06-S2C1-04</p>	<p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 19:</b> 474C, 490A-492, 493, 493A-493B, 494A, 500B-501B, 510A-511B, 512-517</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 19:</b> 63-65, 81-84</p> <p><b>Process Integration</b>  <b>M06-S5C2-07:</b>  <b>SE/TE: Topic 19:</b> 493, 501</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 4. Compare two or more sets of data by identifying trends.</p> <p>Connections: M06-S2C1-01, M06-S2C1-02, M06-S2C1-03, SC06-S1C3-01</p>	<p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 4:</b>  <b>Arizona Connections Booklet:</b> Lesson 11  <b>SE/TE: Topic 3:</b> 73B, <b>Topic 19:</b> 474D, 476B, 476-478, 479A-479B, 487, 489, 489A-489B, 499 (TE margin refers to Extension), 512-513, 517C (Extension for Lesson 19-7)</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 3:</b> 52  <b>Topic 19:</b> 39-41</p> <p><b>Process Integration</b>  <b>M06-S5C2-07:</b>  <b>SE/TE: Topic 19:</b> 476-478, 517C (Extension for Lesson 19-7)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Probability</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Use data collected from multiple trials of a single event to form a conjecture about the theoretical probability.</p> <p>Connections: M06-S1C1-01, M06-S2C2-02, M06-S2C2-03</p>	<p>M06-S5C2-08. Make and test conjectures based on information collected from explorations and experiments.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 20:</b> 518A-518F, 528A-529B, 530A-532, 533, 533A-533B, 534A-535B, 538-541</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 20: Topic 2:</b> 37-39, 43-46, 49-52</p> <p><b>Process Integration</b>  <b>M06-S5C2-08:</b>  <b>SE/TE: Topic 20:</b> 528B, 530B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Use theoretical probability to</p> <ul style="list-style-type: none"> <li>• predict experimental outcomes,</li> <li>• compare the outcome of the experiment to the prediction, and</li> <li>• replicate the experiment and compare results.</li> </ul> <p>Connections: M06-S1C1-01, M06-S1C3-02, M06-S2C2-01, M06-S2C2-03</p>	<p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 20:</b> 518A-518F, 528A-529B, 530A-532, 533, 533A-533B, 534A-535B, 538-541</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 20: Topic 2:</b> 37-39, 43-46, 49-52</p> <p><b>Process Integration</b>  <b>M06-S5C2-07:</b>  <b>SE/TE: Topic 20:</b> 529, 533</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 3. Determine all possible outcomes (sample space) of a given situation using a systematic approach.</p> <p>Connections: M06-S2C2-01, M06-S2C2-02, M06-S2C3-01</p>	<p>M06-S5C2-05. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.</p>	<p><b>PO 3:</b>  <b>Arizona Connections Booklet:</b> Lesson 12  <b>SE/TE: Topic 20:</b> 518A-518F, 520A-522, 523, 523A-523B, 524A-526, 527A-527B, 536A-537B, 538-541</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 20:</b> 25-27, 31-34</p> <p><b>Process Integration</b>  <b>M06-S5C2-05:</b>  <b>SE/TE: Topic 20:</b> 522, 523</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 3: Systematic Listing and Counting</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Build and explore tree diagrams where items repeat.</p> <p>Connections: M06-S2C2-03</p>	<p>M06-S5C2-05. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 16  <b>SE/TE: Topic 20:</b> 518B, 520B, 521, 522, 523A-523B, 540-541</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 20:</b> 25-27</p> <p><b>Process Integration</b>  <b>M06-S5C2-05:</b>  <b>SE/TE: Topic 20:</b> 521-522, 523A</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Explore counting problems with Venn diagrams using three attributes.</p> <p>Connections: M06-S5C2-07</p>	<p>M06-S5C2-05. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 2  <b>SE/TE: Topic 5:</b> 122, 123, 127, <b>Topic 11:</b> 260B</p> <p><b>Process Integration</b>  <b>M06-S5C2-05:</b>  <b>SE/TE: Topic 5:</b> 123, 127</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 4: Vertex-Edge Graphs</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Investigate properties of vertex-edge graphs</p> <ul style="list-style-type: none"> <li>• Hamilton paths,</li> <li>• Hamilton circuits, and</li> <li>• shortest route.</li> </ul> <p>Connections: M06-S2C4-02</p>	<p>M06-S5C2-05. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 13  <b>SE/TE: Topic 13:</b> 335 (TE margin refers to Extension), 341B (Extension for Lesson 13-6), <b>Topic 15:</b> 385B (Enrichment), <b>Topic 17:</b> 433B (Enrichment)</p> <p><b>Process Integration</b>  <b>M06-S5C2-05:</b>  <b>SE/TE: Topic 13:</b> 341B (Extension for Lesson 13-6), <b>Topic 15:</b> 385B (Enrichment)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Solve problems related to Hamilton paths and circuits.</p> <p>Connections: M06-S2C4-01</p>	<p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 14  <b>SE/TE: Topic 13:</b> 335 (TE margin refers to Extension), 341B (Extension for Lesson 13-6), <b>Topic 15:</b> 385B (Enrichment), <b>Topic 17:</b> 433B (Enrichment)</p> <p><b>Process Integration</b>  <b>M06-S5C2-07:</b>  <b>SE/TE: Topic 13:</b> 341B (Extension for Lesson 13-6), <b>Topic 15:</b> 385B (Enrichment)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<b>Strand 3: Patterns, Algebra, and Functions</b>		
<b>Concept 1: Patterns</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Recognize, describe, create, and analyze a numerical sequence involving fractions and decimals using all four basic operations.</p> <p>Connections: M06-S1C2-02, M06-S1C2-03, M06-S1C2-04, M06-S3C2-01</p>	<p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 6:</b> 153, <b>Topic 9:</b> 214B-215B, <b>Topic 15:</b> 377, 377B (Practice), 383 (TE margin refers to Extension), 397C (Extension for Lesson 15-5), <b>Topic 20:</b> 527</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 9:</b> 61-63  <b>Topic 15:</b> 33</p> <p><b>Process Integration</b>  <b>M06-S5C2-07:</b>  <b>SE/TE: Topic 6:</b> 153, <b>Topic 9:</b> 214-215</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Functions and Relationships</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Recognize and describe a relationship between two quantities, given by a chart, table, or graph, using words and expressions.</p> <p>Connections: M06-S3C1-01, M06-S3C3-03, M06-S3C4-01, SC06-S1C3-01, SC06-S1C3-04, SS06-S2C1-01, SS06-S2C1-02, SS06-S4C1-02</p>	<p>M06-S5C2-03. Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 6:</b> 153, <b>Topic 15:</b> 370B, 370D-370E, 376A-377B, 378A-379B, 380A, 380-381B, 382B-384, 385, 385A-385B, 386A-388, 389A-389B, 390B-391, 392-397, <b>Topic 18:</b> 461, 468, <b>Topic 19:</b> 479</p> <p><b>Process Integration</b>  <b>M06-S5C2-03:</b>  <b>SE/TE: Topic 15:</b> 384, 390-391</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 3: Algebraic Representations</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Use an algebraic expression to represent a quantity in a given context.</p> <p>Connections: M06-S3C3-02, M06-S4C1-02</p>	<p>M06-S5C2-06. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 2:</b> 32B-33B, 46A (Daily Spiral Review), 46B-47B, 48A (Daily Spiral Review), 48-49B, 50A-52, 53A-53B, 54-57</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 2:</b> 31-33, 59, 62-64, 66-72, 74-76</p> <p><b>Process Integration</b>  <b>M06-S5C2-06:</b>  <b>SE/TE: Topic 2:</b> 33, 47</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Create and solve two-step equations that can be solved using inverse properties with fractions and decimals.</p> <p>Connections: M06-S1C3-02, M06-S3C3-01, M06-S4C1-02</p>	<p>M06-S5C2-06. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 4:</b> 94A-94F, 95, 96A-97B, 98A-100, 101A-101B, 102A-104, 105, 105A-105B, 106A-109B, 110A-113B, 114-117B</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 4:</b> 27-31, 33-36, 39-41, 43, 45-47</p> <p><b>Process Integration</b>  <b>M06-S5C2-06:</b>  <b>SE/TE: Topic 4:</b> 98B, 103</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 3. Translate both ways between a verbal description and an algebraic expression or equation.</p> <p>Connections: M06-S3C2-01, M06-S3C3-01</p>	<p>M06-S5C2-05. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 2:</b> 30A, 32B-33B, 46A (Daily Spiral Review), 46B-47B, 48A-49B, 50A-52, 53, 53A-53B, 54-59</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 2:</b> 31-33, 59, 62-64, 66-72, 74-76</p> <p><b>Process Integration</b>  <b>M06-S5C2-05:</b>  <b>SE/TE: Topic 2:</b> 33, 48</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Evaluate an expression involving the four basic operations by substituting given fractions and decimals for the variable.</p> <p>Connections: M06-S1C2-02, M06-S1C2-03, M06-S1C2-04, M06-S1C3-02, M06-S4C4-04, M06-S4C4-05</p>	<p>M06-S5C2-06. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 2:</b> 42A (Daily Spiral Review), 46B-47B, 48A-49B, 50A-52, 53A-53B, 54-55B, 58-59</p> <p><b>Topic 10:</b> 242-243</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 2:</b> 53, 62-72, 74-76</p> <p><b>Process Integration</b>  <b>M06-S5C2-06:</b>  <b>SE/TE: Topic 2:</b> 46, 50B</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 4: Analysis of Change</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Determine a pattern to predict missing values on a line graph or scatterplot.  Connections: M06-S1C3-02, M06-S3C2-01, SC06-S1C3-01	M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	<b>PO 1:</b> <b>SE/TE: Topic 15:</b> 370B, 370D-370E, 371, 376A-377B, 378B-379B, 380B-381B, 382B-384, 385, 385A-385B, 386-388, 391A-391B, 397C-397D, <b>Topic 19:</b> 479, 487, 488-489  <b>Process Integration</b> <b>M06-S5C2-07:</b> <b>SE/TE: Topic 19:</b> 479, 487  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic
<b>Strand 4: Geometry and Measurement</b>		
<b>Concept 1: Geometric Properties</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
PO 1. Define $\pi$ (pi) as the ratio between the circumference and diameter of a circle and explain the relationship among the diameter, radius, and circumference.	M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	<b>PO 1:</b> <b>SE/TE: Topic 11:</b> 260B, 282A-283B, 292-293, <b>Topic 17:</b> 424B, 424D, 438A-441B, 442A-443B, 444A, 447, 448-451, <b>Topic 18:</b> 464A-465B, 466A, 469, 470-473  <b>Process Integration</b> <b>M06-S5C2-07:</b> <b>SE/TE: Topic 17:</b> 438B, 441  Extensive Process standards correlation is addressed in Strand 5 Structure and Logic

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Solve problems using properties of supplementary, complementary, and vertical angles.</p> <p>Connections: M06-S3C3-01, M06-S3C3-02</p>	<p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 11:</b> 260A, 260C-260D, 269A, 270A-272, 273, 273A-273B, 274A, 293-293A, 294-295</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 11:</b> 50, 56-60</p> <p><b>Process Integration</b>  <b>M06-S5C2-07:</b>  <b>SE/TE: Topic 11:</b> 270B, 273</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Transformation of Shapes</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Identify a simple translation or reflection and model its effect on a 2-dimensional figure on a coordinate plane using all four quadrants.</p> <p>Connections: M06-S4C2-02</p>	<p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 1:</b>  <b>Arizona Connections Booklet:</b> Lesson 7  <b>SE/TE: Topic 11:</b> 284A-286, 287, 287A-287B, 288A (Problem of the Day), 292-295, 297A (Extensions for Lesson 11-7)</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 11:</b> 81-83, 86</p> <p><b>Process Integration</b>  <b>M06-S5C2-07:</b>  <b>SE/TE: Topic 11:</b> 284-285, 297A (Extensions for Lesson 11-7)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Draw a reflection of a polygon in the coordinate plane using a horizontal or vertical line of reflection.</p> <p>Connections: M06-S4C2-01, M06-S4C3-01, M06-S4C3-02</p>	<p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 2:</b> <b>SE/TE: Topic 11:</b> 284A-286, 287A-287B, 292-295, 297A (Extensions for Lesson 11-7)</p> <p><b>Teacher Resource Masters:</b> <b>Topic 11:</b> 81-83</p> <p><b>Process Integration</b> <b>M06-S5C2-07:</b> <b>SE/TE: Topic 11:</b> 284-285, 297A (Extensions for Lesson 11-7)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 3: Coordinate Geometry</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Graph ordered pairs in any quadrant of the coordinate plane.</p> <p>Connections: M06-S4C2-02, M06-S4C3-02</p>		<p><b>PO 1:</b> <b>SE/TE: Topic 10:</b> 246A-248, 249, 249A-249B, 250A (Daily Spiral Review), 254, <b>Topic 15:</b> 380A-381B, 382A-384, 385, 385A-385B, 386-387, 389A-389B, 391-391B, 392-397D</p> <p><b>Teacher Resource Masters:</b> <b>Topic 10:</b> 83-87 <b>Topic 15:</b> 43-46, 49-51, 53, 57, 62-63</p>
<p>PO 2. State the missing coordinate of a given figure on the coordinate plane using geometric properties to justify the solution.</p> <p>Connections: M06-S4C2-02, M06-S4C3-01</p>	<p>M06-S5C2-04. Apply a previously used problem-solving strategy in a new context</p>	<p><b>PO 2:</b> <b>Arizona Connections Booklet:</b> Lesson 8 <b>SE/TE: Topic 10:</b> 248 (TE margin refers to Extension), 259A (Extension for Lesson 10-9), <b>Topic 11:</b> 284A-286, 287A-287B, 292-295, 297A (Extensions for Lesson 11-7)</p> <p><b>Process Integration</b> <b>M06-S5C2-04:</b> <b>SE/TE: Topic 10:</b> 259A (Extension for Lesson 10-9), 297A (Extensions for Lesson 11-7)</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b>Concept 4: Measurement</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Determine the appropriate unit of measure for a given context and the appropriate tool to measure to the needed precision (including length, capacity, angles, time, and mass).</p> <p>Connections: M06-S1C3-02, SC06-S1C2-04</p>	<p>M06-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p>	<p><b>PO 1:</b>  <b>SE/TE: Topic 11:</b> 260A, 260C-260D, 260F, 266A-268, 269, 269A-269B, 270A-273B, 274A, 292-293, <b>Topic 16:</b> 400A-402, 403, 403A-403B, 404A-406, 407, 407A-407B, 408A-410, 411, 411A-411B, 412A-413B, 414A-416, 417, 417A-417B, 418A-419B, <b>Topic 17:</b> 426A-428, 429, 429A-429B, 430A-432, 433, 433A-433B, <b>Topic 18:</b> 465B (Enrichment)</p> <p><b>Process Integration</b>  <b>M06-S5C2-01:</b>  <b>Arizona Connections Booklet:</b> Lesson 4  <b>SE/TE: Topic 16:</b> 407, 410</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 2. Solve problems involving conversion within the U.S. Customary and within the metric system.</p> <p>Connections: M06-S1C1-03, M06-S1C3-02</p>	<p>M06-S5C2-04. Apply a previously used problem-solving strategy in a new context</p>	<p><b>PO 2:</b>  <b>SE/TE: Topic 16:</b> 398A-398F, 400A-402, 403, 403A-403B, 404A-406, 407, 407A-407B, 412A-413B, 420-423, <b>Topic 17:</b> 429B (Enrichment)</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 16:</b> 23-26, 29-31, 41-44</p> <p><b>Process Integration</b>  <b>M06-S5C2-04:</b>  <b>SE/TE: Topic 16:</b> 403, 407</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 3. Estimate the measure of objects using a scale drawing or map.</p> <p>Connections: M06-S1C1-03, M06-S1C3-02, SS06-S4C1-03</p>	<p>M06-S5C2-03. Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.</p>	<p><b>PO 3:</b>  <b>SE/TE: Topic 13:</b> 320B, 321, 330A-332, 333, 333A-333B, 334A-336, 337, 337A-337B, 338-341B, <b>Topic 16:</b> 407</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 13:</b> 45-48, 51-53</p> <p><b>Process Integration</b>  <b>M06-S5C2-03:</b>  <b>SE/TE: Topic 13:</b> 337, <b>Topic 16:</b> 407</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<p>PO 4. Solve problems involving the area of simple polygons using formulas for rectangles and triangles.</p> <p>Connections: M06-S1C3-02, M06-S3C3-04, M06-S5C1-02</p>	<p>M06-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M06-S5C2-04. Apply a previously used problem-solving strategy in a new context</p>	<p><b>PO 4:</b>  <b>SE/TE: Topic 17:</b> 424A-424F, 430A-433B, 434A-436, 437, 437A-437B, 438A, 444A-446, 447, 447A-447B, 448-451</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 17:</b> 27-29, 34-36, 54-56</p> <p><b>Process Integration</b>  <b>M06-S5C2-02:</b>  <b>Arizona Connections Booklet:</b> Lesson 15  <b>SE/TE: Topic 17:</b> 434B, 444B</p> <p><b>M06-S5C2-04:</b>  <b>SE/TE: Topic 17:</b> 432-433, 437</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>



<p>PO 5. Solve problems involving area and perimeter of regular and irregular polygons.</p> <p>Connections: M06-S1C3-02, M06-S3C3-04, M06-S5C1-02</p>	<p>M06-S5C2-04. Apply a previously used problem-solving strategy in a new context</p>	<p><b>PO 5:</b>  <b>SE/TE:</b>  <b>Topic 17:</b> 424A-424F, 426A-429B, 430A-433B, 434A-436, 437, 437A-437B, 438A, 444A-446, 447, 447A-447B, 448-451</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 17:</b> 21-23, 27-29, 34-37, 54-57</p> <p><b>Process Integration</b>  <b>M06-S5C2-04:</b>  <b>SE/TE:</b>  <b>Topic 17:</b>429, 437</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
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<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
PO 6. Describe the relationship between the volume of a figure and the area of its base	M06-S5C2-04. Apply a previously used problem-solving strategy in a new context.	<p><b>PO 6:</b>  <b>Arizona Connections Booklet:</b> Lesson 10  <b>SE/TE: Topic 18:</b> 452B, 452D, 452F, 453, 462A-463B, 464A-465B, 466A-468, 469, 469A-469B, 470-473</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 18:</b> 34-36, 40-42, 46-48</p> <p><b>Process Integration</b>  <b>M06-S5C2-04:</b>  <b>SE/TE: Topic 18:</b> 464B, 469</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Strand 5: Structure and Logic</b>		
<b>Concept 1: Algorithms and Algorithmic Thinking</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
<p>PO 1. Analyze algorithms for multiplying and dividing fractions and decimals using the associative, commutative, and distributive properties</p> <p>Connections: M06-S1C2-02, M06-S1C2-03, M06-S1C2-04, M06-S1C2-05</p>	M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	<p><b>PO 1:</b>  <b>SE/TE: Topic 2:</b> 30B, 34A-35B, 40A-41B, 42A, 42-43, 45A, 56,  <b>Topic 4:</b> 102A (Daily Spiral Review), <b>Topic 8:</b> 192A-192, <b>Topic 10:</b> 239</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 2:</b> 37-39, 49-51  <b>Topic 4:</b> 31</p> <p><b>Process Integration</b>  <b>M06-S5C2-07:</b>  <b>SE/TE: Topic 2:</b> 34B, 41</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>

<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<p>PO 2. Create and justify an algorithm to determine the area of a given compound figure using parallelograms and triangles.</p> <p>Connections: M06S4C4-04, M06S4C4-05</p>	<p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 2:</b>  <b>Arizona Connections Booklet:</b> Lesson 9  <b>SE/TE: Topic 17:</b> 424A-424F, 430A-433B, 434A-436, 437, 437A-437B, 438A, 444A-446, 447, 447A-447B, 448-451</p> <p><b>Teacher Resource Masters:</b>  <b>Topic 17:</b> 27-29, 34-36, 54-56</p> <p><b>Process Integration</b>  <b>M06-S5C2-07:</b>  <b>SE/TE: Topic 17:</b> 430-431, 445</p> <p>Extensive Process standards correlation is addressed in Strand 5 Structure and Logic</p>
<b>Concept 2: Logic, Reasoning, Problem Solving, and Proof</b>		
<b><u>Performance Objectives</u></b>	<b><u>Process Integration</u></b>	<b><u>Scott Foresman-AddisonWesley enVisionMATH</u></b>
<i>Students are expected to:</i>		
	<p>Some of the Strand 5 Concept 2 performance objectives are listed throughout the grade level document in the Process Integration Column (2nd column). Since these performance objectives are connected to the other content strands, the process integration column is not used in this section next to those performance objectives.</p>	

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 1. Analyze a problem situation to determine the question(s) to be answered.</p> <p>Connections: SC06-S1C1-02</p>		<p><b>PO 1:</b>  <b>Arizona Connections Booklet: Lesson 4</b></p> <p>Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Multi-Step Problems; or Act It Out. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Analyzing a problem situation to determine the question(s) to be answered is part of the Read and Understand phase of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 7, 17, 24A-25B, <b>Topic 2:</b> 45, 50A-52, 53A-53B, <b>Topic 3:</b> 69, 84A-86, 87A-87B, <b>Topic 4:</b> 102A-104, 105A-105B, 110A-112, 113A-113B, <b>Topic 5:</b> 136A-137B, <b>Topic 6:</b> 154A-155B, <b>Topic 7:</b> 177, 178A-179B, <b>Topic 8:</b> 194A-195B, <b>Topic 9:</b> 214A-215B, <b>Topic 10:</b> 237, 249, 250A-252, 253A-253B, <b>Topic 11:</b> 277, 290A-291B, <b>Topic 12:</b> 305, 314A-315B, <b>Topic 13:</b> 328A-329B, 337, <b>Topic 14:</b> 347, 362A-363B, <b>Topic 15:</b> 390A-391B, <b>Topic 16:</b> 403, 407, 418A-419B, <b>Topic 17:</b> 441, 444A-446, 447A-447B, <b>Topic 18:</b> 466A-468, 469A-469B, <b>Topic 19:</b> 488A-489B, 510A-511B, <b>Topic 20:</b> 523, 536A-537B</p>

<u><b>Performance Objectives</b></u>	<u><b>Process Integration</b></u>	<u><b>Scott Foresman-AddisonWesley enVisionMATH</b></u>
<p>PO 2. Identify relevant, missing, and extraneous information related to the solution to a problem.</p>		<p><b>PO 2:</b>  <b>Arizona Connections Booklet: Lesson 15</b></p> <p>Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Multi-Step Problems; or Act It Out. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Identifying relevant, missing, and extraneous information related to the solution of a problem is part of the Plan and Solve phase of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 7, 17, 24A-25B, <b>Topic 2:</b> 45, 50A-52, 53A-53B, <b>Topic 3:</b> 69, 84A-86, 87A-87B, <b>Topic 4:</b> 102A-104, 105A-105B, 110A-112, 113A-113B, <b>Topic 5:</b> 136A-137B, <b>Topic 6:</b> 154A-155B, <b>Topic 7:</b> 177, 178A-179B, <b>Topic 8:</b> 194A-195B, <b>Topic 9:</b> 214A-215B, <b>Topic 10:</b> 237, 249, 250A-252, 253A-253B, <b>Topic 11:</b> 277, 290A-291B, <b>Topic 12:</b> 305, 314A-315B, <b>Topic 13:</b> 328A-329B, 337, <b>Topic 14:</b> 347, 362A-363B, <b>Topic 15:</b> 390A-391B, <b>Topic 16:</b> 403, 407, 418A-419B, <b>Topic 17:</b> 441, 444A-446, 447A-447B, <b>Topic 18:</b> 466A-468, 469A-469B, <b>Topic 19:</b> 488A-489B, 510A-511B, <b>Topic 20:</b> 523, 536A-537B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 3. Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.</p>		<p><b>PO 3:</b>  Students analyze, develop, and compare a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Multi-Step Problems; or Act It Out. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Selecting and using one or more strategies to efficiently solve a problem is part of the Plan and Solve phase of the problem-solving process.</p> <p>Sample References:  <b>SE/TE: Topic 1:</b> 7, 17, 24A-25B, <b>Topic 2:</b> 45, 50A-52, 53A-53B, <b>Topic 3:</b> 69, 84A-86, 87A-87B, <b>Topic 4:</b> 102A-104, 105A-105B, 110A-112, 113A-113B, <b>Topic 5:</b> 136A-137B, <b>Topic 6:</b> 154A-155B, <b>Topic 7:</b> 177, 178A-179B, <b>Topic 8:</b> 194A-195B, <b>Topic 9:</b> 214A-215B, <b>Topic 10:</b> 237, 249, 250A-252, 253A-253B, <b>Topic 11:</b> 277, 290A-291B, <b>Topic 12:</b> 305, 314A-315B, <b>Topic 13:</b> 328A-329B, 337, <b>Topic 14:</b> 347, 362A-363B, <b>Topic 15:</b> 390A-391B, <b>Topic 16:</b> 403, 407, 418A-419B, <b>Topic 17:</b> 441, 444A-446, 447A-447B, <b>Topic 18:</b> 466A-468, 469A-469B, <b>Topic 19:</b> 488A-489B, 510A-511B, <b>Topic 20:</b> 523, 536A-537B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 4. Apply a previously used problem-solving strategy in a new context.</p>		<p><b>PO 4:</b>  Students develop a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Missing or Extra Information; Two-Question Problems; Multi-Step Problems; or Use a Graph. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE. Applying a previously used problem-solving strategy in a new context is part of the Plan and Solve phase of the problem-solving process.  Sample References:  <b>SE/TE: Topic 1:</b> 7, 17, 24A-25B, <b>Topic 2:</b> 45, 50A-52, 53A-53B, <b>Topic 3:</b> 69, 84A-86, 87A-87B, <b>Topic 4:</b> 102A-104, 105A-105B, 110A-112, 113A-113B, <b>Topic 5:</b> 136A-137B, <b>Topic 6:</b> 154A-155B, <b>Topic 7:</b> 177, 178A-179B, <b>Topic 8:</b> 194A-195B, <b>Topic 9:</b> 214A-215B, <b>Topic 10:</b> 237, 249, 250A-252, 253A-253B, <b>Topic 11:</b> 277, 290A-291B, <b>Topic 12:</b> 305, 314A-315B, <b>Topic 13:</b> 328A-329B, 337, <b>Topic 14:</b> 347, 362A-363B, <b>Topic 15:</b> 390A-391B, <b>Topic 16:</b> 403, 407, 418A-419B, <b>Topic 17:</b> 441, 444A-446, 447A-447B, <b>Topic 18:</b> 466A-468, 469A-469B, <b>Topic 19:</b> 488A-489B, 510A-511B, <b>Topic 20:</b> 523, 536A-537B</p>

<u>Performance Objectives</u>	<u>Process Integration</u>	<u>Scott Foresman-AddisonWesley enVisionMATH</u>
<p>PO 5. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.</p> <p>Connections: SC06-S1C4-02</p>		<p><b>PO 5:</b> Students analyze, develop, and compare a variety of problem-solving skills and strategies throughout the curriculum. Each topic includes a problem-solving lesson focusing on one of the following: Work Backward; Write an Equation; Make and Test Generalizations; Draw a Picture; Make an Organized List; Make a Table; Make a Graph; Use Objects; Look for a Pattern; Try, Check, and Revise; Use Reasoning; Multi-Step Problems; or Act It Out. The problem-solving process is taught in phases: Read and Understand, Plan and Solve, and Look Back and Check. Each lesson in all of the topics includes problem-based instruction through Interactive Learning in the TE.</p> <p>Sample References: <b>SE/TE: Topic 1:</b> 7, 17, 24A-25B, <b>Topic 2:</b> 45, 50A-52, 53A-53B, <b>Topic 3:</b> 69, 84A-86, 87A-87B, <b>Topic 4:</b> 102A-104, 105A-105B, 110A-112, 113A-113B, <b>Topic 5:</b> 136A-137B, <b>Topic 6:</b> 154A-155B, <b>Topic 7:</b> 177, 178A-179B, <b>Topic 8:</b> 194A-195B, <b>Topic 9:</b> 214A-215B, <b>Topic 10:</b> 237, 249, 250A-252, 253A-253B, <b>Topic 11:</b> 277, 290A-291B, <b>Topic 12:</b> 305, 314A-315B, <b>Topic 13:</b> 328A-329B, 337, <b>Topic 14:</b> 347, 362A-363B, <b>Topic 15:</b> 390A-391B, <b>Topic 16:</b> 403, 407, 418A-419B, <b>Topic 17:</b> 441, 444A-446, 447A-447B, <b>Topic 18:</b> 466A-468, 469A-469B, <b>Topic 19:</b> 488A-489B, 510A-511B, <b>Topic 20:</b> 523, 536A-537B</p>
<p>PO 6. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.</p> <p>Connections: SC06-S1C4-03</p>		<p><b>PO 6:</b> Each lesson in the enVision Math curriculum includes an Interactive Learning feature in the TE which sets forth suggestions for eliciting communication from students. The teacher and students discuss and restate the purpose of the lesson, go over the math vocabulary associated with the lesson, pose and restate the problem, and explain and clarify mathematical thinking as they discuss possible models for solving the problem in large or small groups. The Teacher Resource Masters for each lesson include a Quick Check, in which students are asked to Write to Explain their reasoning. In addition, "Writing to Explain" items in the problem sets for most lessons require students to summarize their conclusions and explain their reasoning.</p> <p>Sample References: <b>SE/TE: Topic 1:</b> 8B, 23A, <b>Topic 2:</b> 48B, <b>Topic 3:</b> 61, 70B, 77A, <b>Topic 4:</b> 95, 106B, <b>Topic 5:</b> 128B, 131A, <b>Topic 6:</b> 146B, 152, <b>Topic 7:</b> 166B, 171A, <b>Topic 8:</b> 186B, 191, <b>Topic 9:</b> 204B, 209A, <b>Topic 10:</b> 223, 240B, 249A, <b>Topic 11:</b> 268, 270B, <b>Topic 12:</b> 305A, 310B, 312, <b>Topic 13:</b> 324B, 328-329, <b>Topic 14:</b> 349A, 354B, 360, <b>Topic 15:</b> 376B, 391A, <b>Topic 16:</b> 414B, 416, <b>Topic 17:</b> 434B, 447A, <b>Topic 18:</b> 458B, 465, <b>Topic 19:</b> 499A, 506B, <b>Topic 20:</b> 526, 536B</p>



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<p>PO 7. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p> <p>Connections: M06-S2C3-02, SC06-S1C3-02, SS06-S1C1-07, SS06-S2C1-07, SS06-S4C4-03</p>		<p><b>PO 7:</b> Students use a variety of concrete objects and manipulatives, including counters and measuring tools, pattern blocks and geometric solids; pictures and graphs, including diagrams, pictographs, bar graphs, and line plots; and words and symbols, including word problems and variables, to model problem situations in every lesson throughout the curriculum.</p> <p>Sample References: <b>SE/TE: Topic 1:</b> 2B, 2F, 3, 4-5, 10-11, 14-16, <b>Topic 3:</b> 60B, 64B, 70B-72, 74B-75, 78B-78, <b>Topic 4:</b> 102-103, 110-111, <b>Topic 5:</b> 128A-131B, 132A-133B, 134A-135B, <b>Topic 6:</b> 142C, 144A-145B, 146A-147B, 148A-149B, <b>Topic 7:</b> 160C-160D, 162A-163B, 166A-169B, 172A-173B, 174A-177B, <b>Topic 8:</b> 186A-187B, 190A-191B, 192A-193B, <b>Topic 9:</b> 202-203, 205, 209, <b>Topic 10:</b> 237, <b>Topic 11:</b> 288, 290-291, <b>Topic 12:</b> 314-315, <b>Topic 13:</b> 336, <b>Topic 14:</b> 346, <b>Topic 19:</b> 474A-474F, 475, 476A-479B, 480A-483B, 484A-487B, 488A-489B, 493B, 494A-497B, 498A-499B, 512-515, <b>Topic 20:</b> 530B</p>
<p>PO 8. Make and test conjectures based on information collected from explorations and experiments.</p>		<p><b>PO 8:</b> Students make and test conjectures in every lesson as they participate in Interactive Learning explorations described on the second page of every lesson in the TE. One problem-solving lesson focuses on the strategy, Make and Test Conjectures.</p> <p>Sample References: <b>SE/TE: Topic 1:</b> 22B, <b>Topic 2:</b> 48B, <b>Topic 3:</b> 66B, <b>Topic 4:</b> 110B, <b>Topic 5:</b> 136A-137B, 141A (Extension for Lesson 5-7), <b>Topic 6:</b> 154B, <b>Topic 7:</b> 178B, <b>Topic 8:</b> 194B, <b>Topic 9:</b> 214B, <b>Topic 11:</b> 270B, <b>Topic 12:</b> 300B, <b>Topic 13:</b> 328B, <b>Topic 14:</b> 362B, <b>Topic 15:</b> 390B, <b>Topic 16:</b> 408B, <b>Topic 17:</b> 444B, <b>Topic 18:</b> 466B, <b>Topic 19:</b> 506B, <b>Topic 20:</b> 530B</p>

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<p>PO 9. Solve simple logic problems, including conditional statements, and justify solution methods and reasoning.</p>	<p>M07-S5C2-03. Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.</p> <p>M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.</p>	<p><b>PO 9:</b>  <b>Arizona Connections Booklet:</b> Lesson 17</p> <p>Students gain experience with simple logic problems in Reasoning homework exercises and in problem-solving lessons entitled, Use Reasoning.</p> <p><b>SE/TE: Topic 1:</b> 12, 23, <b>Topic 3:</b> 87, <b>Topic 4:</b> 113, <b>Topic 6:</b> 149, <b>Topic 7:</b> 165, <b>Topic 9:</b> 205, <b>Topic 10:</b> 232, 253, <b>Topic 11:</b> 264, 265, 269, 274, 276, 281, 286, 289, <b>Topic 13:</b> 336, <b>Topic 15:</b> 374, 375, 390A-391B, <b>Topic 16:</b> 402, 406, 413, 418A-419B, <b>Topic 17:</b> 433, 441, <b>Topic 18:</b> 466A-468, 469A-469B, <b>Topic 19:</b> 499, 504, 509, <b>Topic 20:</b> 526, 532</p> <p><b>Process Integration</b>  <b>M06-S5C2-03:</b>  <b>SE/TE: Topic 15:</b> 390-391, <b>Topic 18:</b> 466-468</p> <p><b>M06-S5C2-07:</b>  <b>SE/TE: Topic 11:</b> 286, <b>Topic 19:</b> 499</p>