

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Number and Operations	
1. Understand numbers, ways of representing numbers, relationships among numbers and number systems	
A. Read, write and compare numbers	
<i>Grade 6</i>	
compare and order integers, positive rationals and percents, including finding their approximate location on a number line	SE/TE: 26-28, 29 (#3-22), 30 (#23-28, 30), 41 (#46), 43 (Checkpoint Quiz 2 #2), 47 (#37-38), 51 (#2), 53 (#30-31), 54 (#8-9, 12, 14), 58 (#1-2), 108 (Check Skills You'll Need #2-3), 156 (#7-10), 191 (#41-42), 192, 194 (#5-16, 24, 30), 195 (#31-33, 35a, 39), 201 (#42), 205 (#28), 206 (#31-32, 35), 243 (#35-37), 304 (#9-12), 316 (Check Skills You'll Need #2-5), 334 (#42-45), 362 (Check Skills You'll Need #2-4), 514 (#11-16)
	TR: Print Resources: 1-6, 4-8, 7-6; Daily Notetaking Guide: 1-6, 4-8, 7-6; Adapted Daily Notetaking Guide: 1-6, 4-8, 7-6
B. Represent and use rational numbers	
<i>Grade 6</i>	
recognize and generate equivalent forms of fractions, decimals and percents	SE/TE: 90 (#19), 198-200, 201 (#34-40), 205 (#31-34), 206 (#36-41), 215 (#35-39), 331, 332 (Example 3, Quick Check 3, Example 4, Quick Check 4, #2, 4), 333 (#5-37), 334 (#42-49, 51), 335 (Checkpoint Quiz 2 #1-6), 338 (#36), 339 (#36), 351 (#32), 352 (Example 1, #1-4), 355 (#24-27, 29), 356 (#26-31), 357 (#9), 411 (#5), 474 (#13-16), 482 (Check Skills You'll Need #2-5), 602 (#19), 618 (#47-58), 624 (#22-27), 625 (#43)
	TR: Print Resources: 4-9, 7-6, 7-9; Daily Notetaking Guide: 4-9, 7-6, 7-9; Adapted Daily Notetaking Guide: 4-9, 7-6, 7-9
C. Compose and decompose numbers	
<i>Grade 6</i>	
recognize equivalent representations for the same number and generate them by decomposing and composing numbers, including expanded notation	SE/TE: 23 (Example 2, Quick Check 2), 24 (#7-10, 21-25), 25 (#35), 167 (Example 3, Quick Check 3), 168 (#18-25), 169 (#27-28, 34), 170 (Checkpoint Quiz 1 #8-10), 171 (Check Skills You'll Need #2-4), 185 (#37), 188 (Check Skills You'll Need #2-5), 195 (#41), 204 (#10-13), 206 (#9-11), 319 (#34), 602 (#29)
	TR: Print Resources: 1-5, 4-3; Daily Notetaking Guide: 1-5, 4-3; Adapted Daily Notetaking Guide: 1-5, 4-3

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
D. Classify and describe numeric relationships	
<i>Grade 6</i>	
use factors and multiples to describe relationships between and among numbers, including whole number common factors and multiples	SE/TE: 166-167, 168 (#2-3, 5-26), 169 (#27-34, 36), 170 (Checkpoint Quiz 1 #8-11, Math Games), 171-173, 174 (#26-34), 176 (Check Skills You'll Need #2-4), 179 (#33, 35-38), 185 (#37-38), 187 (Checkpoint Quiz 2 #1-4, 8), 188-189, 190 (#2-29), 191 (#30-38), 195 (#40-41), 201 (#43), 204 (#10-13), 205 (#14-17, 26-27), 206 (#5-15, 23, 26-29), 210 (#11-13), 222 (Check Skills You'll Need #2-5), 225 (#34-37), 258 (#7-12), 319 (#34), 618 (#11-22, 35-40), 619 (#61-62, 65)
	TR: Print Resources: 4-3, 4-4, 4-7; Daily Notetaking Guide: 4-3, 4-4, 4-7; Adapted Daily Notetaking Guide: 4-3, 4-4, 4-7
2. Understand meanings of operations and how they relate to one another	
A. Represent operations	
<i>Grade 6</i>	
N/A	
B. Describe effects of operations	
<i>Grade 6</i>	
describe the effects of addition and subtraction on fractions and decimals	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 32, 33 (Example 3, Quick Check 3), 34 (#2-4, 8-13, 18-28), 35 (#29-33, 37), 41 (#47-49), 43 (Checkpoint Quiz 2 #6-10), 53 (#32-37), 54 (#32-35), 217-218, 219 (#5-23), 220 (#24-28, 30), 221 (Example, #1-8), 222-224, 225 (#23-26, 27b, 28, 30-31), 226 (Checkpoint Quiz 1 #5-13), 228-229, 230 (#2-20), 231 (#23, 25, 27-28), 232-233, 234 (More Than One Way, #2-3), 234 (#4-23), 236 (#25-27, 29-32), 238, 612 (#26-29), 613 (#44)
	TR: Print Resources: 1-7, 5-2, 5-3, 5-4, 5-5; Daily Notetaking Guide: 1-7, 5-2, 5-3, 5-4, 5-5; Adapted Daily Notetaking Guide: 1-7, 5-2, 5-3, 5-4, 5-5
C. Apply properties of operations	
<i>Grade 6</i>	
N/A	
D. Apply operations on real and complex numbers	
<i>Grade 6</i>	
N/A	

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
3. Compute fluently and make reasonable estimates	
A. Describe or represent mental strategies	
<i>Grade 6</i>	
N/A	
B. Develop and demonstrate fluency	
<i>Grade 6</i>	
N/A	
C. Compute problems	
<i>Grade 6</i>	
add and subtract positive rational numbers	SE/TE: 32, 33 (Example 3, Quick Check 3), 34 (#2-4, 8-13, 18-28), 35 (#29-33, 37), 41 (#47-49), 43 (Checkpoint Quiz 2 #6-10), 53 (#32-37), 54 (#32-35), 217-218, 219 (#5-23), 220 (#24-28, 30), 221 (Example, #1-8), 222-224, 225 (#23-26, 27b, 28, 30-31), 226 (Checkpoint Quiz 1 #5-13), 228-229, 230 (#2-20), 231 (#23, 25, 27-28), 232-233, 234 (More Than One Way, #2-3), 234 (#4-23), 236 (#25-27, 29-32), 238, 612 (#26-29), 613 (#44)
	TR: Print Resources: 1-7, 5-2, 5-3, 5-4, 5-5; Daily Notetaking Guide: 1-7, 5-2, 5-3, 5-4, 5-5; Adapted Daily Notetaking Guide: 1-7, 5-2, 5-3, 5-4, 5-5
D. Estimate and justify solutions	
<i>Grade 6</i>	
estimate and justify the results of addition and subtraction of positive rational numbers	SE/TE: 10 (#3-6, 11-18), 32, 33 (Example 2, Quick Check 2, Example 3), 34 (#5-26), 35 (#34), 50 (#4), 53 (#32-37), 54 (#20-21), 111 (#25-27), 124 (Check Skills You'll Need #2-4), 213, 214 (#13-26), 215 (#27, 30a, 32), 225 (#27b), 226 (Checkpoint Quiz 1 #1-4), 227 (#2, 4, 6), 228 (Example 1), 231 (#21-22), 252 (#3-11), 254 (#1-3, 5-8), 255 (#6), 256 (#2a), 612 (#26-29), 620 (#1-8), 621 (#38)
	TR: Print Resources: 1-2, 1-7, 5-1, 5-3, 5-4; Daily Notetaking Guide: 1-2, 1-7, 5-1, 5-3, 5-4; Adapted Daily Notetaking Guide: 1-2, 1-7, 5-1, 5-3, 5-4

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
E. Use proportional reasoning	
<i>Grade 6</i>	
solve problems using equivalent ratios	SE/TE: 307, 308 (#10-22), 309 (#23-29, 31, 33-34), 312-313, 314 (#2-17), 315 (#22a-22b, 23-27), 316-317, 318 (#3-23), 319 (#24-27, 29-33), 320-321, 322 (More Than One Way, #2-5), 323 (#6-25), 324 (#27-29, 30a, 31-33, 35-36), 325 (Checkpoint Quiz 1 #2-10), 326-327, 328 (#2, 4-15), 329 (#16-20, 22, 24), 334 (#54), 336, 354 (#9-15), 355 (#16-23), 360 (#11-16), 624 (#1-21), 625 (#38-42)
	TR: Print Resources: 7-1, 7-2, 7-3, 7-4, 7-5, 7-7; Daily Notetaking Guide: 7-1, 7-2, 7-3, 7-4, 7-5, 7-7; Adapted Daily Notetaking Guide: 7-1, 7-2, 7-3, 7-4, 7-5, 7-7
Algebraic Relationships	
1. Understand patterns, relations and functions	
A. Recognize and extend patterns	
<i>Grade 6</i>	
N/A	
B. Create and analyze patterns	
<i>Grade 6</i>	
represent and describe patterns with tables, graphs, pictures, symbolic rules or words	SE/TE: 108 (Example 1), 109 (Example 3, Quick Check 3), 110 (#2-4, 12-16), 111 (#17, 20, 22-23), 112 (#3, 6, 8), 114 (Example 3), 115 (#20-23), 116 (#31), 119 (Example 3, Quick Check 3), 121 (#17-22), 123, 129 (Checkpoint Quiz 1 #1-3), 133 (#31-32), 141 (#39), 150 (#6-8), 152 (#3-6), 558-560, 561 (#3-13), 562 (#16-17), 565 (#39-41), 566 (#27), 594 (#21), 616 (#1-4), 632 (#33-34), 633 (#44)
	TR: Print Resources: 3-1, 3-2, 3-3, 11-10; Daily Notetaking Guide: 3-1, 3-2, 3-3, 11-10; Adapted Daily Notetaking Guide: 3-1, 3-2, 3-3, 11-10
C. Classify objects and representations	
<i>Grade 6</i>	
compare various forms of representations to identify a pattern	SE/TE: 108 (Example 1), 109 (Example 3, Quick Check 3), 110 (#2-4, 12-16), 111 (#17, 20, 22-23), 112 (#3, 6, 8), 114 (Example 3), 115 (#20-23), 116 (#31), 119 (Example 3, Quick Check 3), 121 (#17-22), 123, 129 (Checkpoint Quiz 1 #1-3), 133 (#31-32), 141 (#39), 150 (#6-8), 152 (#3-6), 558-560, 561 (#3-13), 562 (#16-17), 565 (#39-41), 566 (#27), 594 (#21), 616 (#1-4), 632 (#33-34), 633 (#44)

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: Print Resources: 3-1, 3-2, 3-3, 11-10; Daily Notetaking Guide: 3-1, 3-2, 3-3, 11-10; Adapted Daily Notetaking Guide: 3-1, 3-2, 3-3, 11-10
D. Identify and compare functions	
<i>Grade 6</i>	
identify functions as linear or nonlinear from a table or graph	SE/TE: 562 (#19-21)
	TR: Print Resources: 11-10; Daily Notetaking Guide: 11-10; Adapted Daily Notetaking Guide: 11-10
E. Describe the effects of parameter changes	
<i>Grade 6</i>	
N/A	
2. Represent and analyze mathematical situations and structures using algebraic symbols	
A. Represent mathematical situations	
<i>Grade 6</i>	
use variables to represent unknown quantities in expressions	SE/TE: 118-119, 120 (More Than One Way, #3-6), 121, 122 (#25-30), 123, 127 (#31), 129 (Checkpoint Quiz 1 #7-9), 133 (#31), 141 (#39), 150 (#12-14), 152 (#10-11, 14-16), 153 (#5), 165 (#38), 243 (#34), 466 (#23), 522 (#28), 594 (#21), 616 (#9-12), 617 (#35)
	TR: Print Resources: 3-3; Daily Notetaking Guide: 3-3; Adapted Daily Notetaking Guide: 3-3
B. Describe and use mathematical manipulation	
<i>Grade 6</i>	
recognize equivalent forms for simple algebraic expressions (associative, distributive properties)	SE/TE: 147 (#19-20, 23)
	TR: Print Resources: 3-8; Daily Notetaking Guide: 3-8; Adapted Daily Notetaking Guide: 3-8
C. Utilize equivalent forms	
<i>Grade 6</i>	
N/A	
D. Utilize systems	
<i>Grade 6</i>	
N/A	

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
3. Use mathematical models to represent and understand quantitative relationships	
A. Use mathematical models	
<i>Grade 6</i>	
model and solve problems, using multiple representations such as graphs, tables, expressions and equations	SE/TE: 23 (Example 2, Quick Check 2), 24 (#21-25), 72 (#2-3), 73 (#18a), 90 (#13a), 112 (#1, 3, 5-6, 8), 559-560, 561 (#7-13), 565 (#39-41), 579 (Example 2, Quick Check 2), 580 (#7-9, 12), 584 (#19), 603 (#42a, 42c), 632 (#33-34), 633 (#44), 634 (#12-14), 635 (#28-29)
	TR: Print Resources: 1-5, 2-3, 2-6, 3-2, 11-10, 12-2, 12-3; Daily Notetaking Guide: 1-5, 2-3, 2-6, 3-2, 11-10, 12-2, 12-3; Adapted Daily Notetaking Guide: 1-5, 2-3, 2-6, 3-2, 11-10, 12-2, 12-3
4. Analyze change in various contexts	
A. Analyze change	
<i>Grade 6</i>	
compare situations with constant or varying rates of change	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 108-109, 558-560
	TR: Print Resources: 3-1, 11-10; Daily Notetaking Guide: 3-1, 11-10; Adapted Daily Notetaking Guide: 3-1, 11-10
Geometric and Spatial Relationships	
1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	
<i>Grade 6</i>	
identify the properties of 1- 2- and 3- dimensional shapes using the appropriate geometric vocabulary	SE/TE: 362, 365 (#17-18), 367-368, 370 (#1), 372-373, 380-381, 386-387, 408 (#1-5), 438-439, 449-450, 451 (#1), 468 (#1-3)
	TR: Print Resources: 8-1, 8-2, 8-4, 8-5, 9-5, 9-7; Daily Notetaking Guide: 8-1, 8-2, 8-4, 8-5, 9-5, 9-7; Adapted Daily Notetaking Guide: 8-1, 8-2, 8-4, 8-5, 9-5, 9-7
B. Apply geometric relationships	
<i>Grade 6</i>	
describe relationships between the corresponding angles and the length of corresponding sides of similar triangles (whole number scale factors)	SE/TE: 393 (Example 3, Quick Check 3), 394 (#12-14), 395 (#19), 397 (#5), 627 (#31)
	TR: Print Resources: 8-6; Daily Notetaking Guide: 8-6; Adapted Daily Notetaking Guide: 8-6

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
C. Compose and decompose shapes	
<i>Grade 6</i>	
N/A	
2. Specify locations and describe spatial relationships using coordinate geometry and other representational systems	
A. Use coordinate systems	
<i>Grade 6</i>	
use coordinate geometry to construct geometric shapes	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 550 (#2), 551 (#31-32, 35)
	TR: Print Resources: 11-8; Daily Notetaking Guide: 11-8; Adapted Daily Notetaking Guide: 11-8
3. Apply transformations and use symmetry to analyze mathematical situations	
A. Use transformations on objects	
<i>Grade 6</i>	
describe the transformation from a given pre-image to its image using the terms reflection/flips, rotation/turn and translation/ slide	SE/TE: 402, 403 (Quick Check 3), 404 (#1-3, 5-7, 11-14), 405 (#21)
	TR: Print Resources: 8-8; Daily Notetaking Guide: 8-8; Adapted Daily Notetaking Guide: 8-8
B. Use transformations on functions	
<i>Grade 6</i>	
N/A	
C. Use symmetry	
<i>Grade 6</i>	
create polygons and designs with rotational symmetry	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 399 (Example 2b, Quick Check 2b), 400 (#10, 13-15), 401 (#16), 403 (Example 3), 404 (#15), 447 (#32-34)
	TR: Print Resources: 8-7, 8-8; Daily Notetaking Guide: 8-7, 8-8; Adapted Daily Notetaking Guide: 8-7, 8-8
4. Use visualization, spatial reasoning and geometric modeling to solve problems	
A. Recognize and draw three-dimensional representations	
<i>Grade 6</i>	
use spatial visualization to identify isometric representations of mat plans	<i>Opportunities to address this standard can be found on the following page:</i> SE/TE: 448

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: Print Resources: 9-7; Daily Notetaking Guide: 9-7; Adapted Daily Notetaking Guide: 9-7
B. Draw and use visual models	
<i>Grade 6</i>	
draw or use visual models to represent and solve problems	SE/TE: 15 (#29), 26, 29 (#2-3, 7-9), 46 (#3-6), 61, 63 (#2-3, 5-12), 113 (Quick Check 1), 115 (#7-14), 117, 119 (Example 2), 126 (#3), 131 (Example 2), 132 (#3-17, 20), 134 (Example 1), 136 (#6-17), 137 (Activity Lab 3-7a Example, #1-4), 139 (Example 2), 140 (#2-5, 8-16), 221 (Example, #1-8), 222, 224 (#1-2, 5-12), 229 (Example 3), 230 (#6-17), 240 (Example 1), 241 (Example 3)
	TR: Print Resources: 1-3, 1-6, 1-9, 2-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 4-5, 5-2, 5-3, 5-4, 5-5, 5-6, 6-1, 6-3, 6-4, 6-7, 7-6, 7-8, 9-3, 9-6, 9-10, 10-1, 11-1, 11-2, 11-3, 11-4, 11-5; Daily Notetaking Guide: 1-3, 1-6, 1-9, 2-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 4-5, 5-2, 5-3, 5-4, 5-5, 5-6, 6-1, 6-3, 6-4, 6-7, 7-6, 7-8, 9-3, 9-6, 9-10, 10-1, 11-1, 11-2, 11-3, 11-4, 11-5; Adapted Daily Notetaking Guide: 1-3, 1-6, 1-9, 2-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 4-5, 5-2, 5-3, 5-4, 5-5, 5-6, 6-1, 6-3, 6-4, 6-7, 7-6, 7-8, 9-3, 9-6, 9-10, 10-1, 11-1, 11-2, 11-3, 11-4, 11-5
Measurement	
1. Understand measurable attributes of objects and the units, systems and processes of measurement	
A. Determine unit of measurement	
<i>Grade 6</i>	
identify and justify an angle as acute, obtuse, straight or right	SE/TE: 368, 370 (#9-15), 371 (#25, 30), 379 (Checkpoint Quiz 1 #3-6), 380 (Check Skills You'll Need #2-5), 395 (#22), 409 (#9, 11), 410 (#2-5), 441 (#27), 456 (#24), 557 (#25-29), 581 (#23), 626 (#4-8), 627 (#26)
	TR: Print Resources: 8-2; Daily Notetaking Guide: 8-2; Adapted Daily Notetaking Guide: 8-2
B. Identify equivalent measures	
<i>Grade 6</i>	
N/A	
C. Tell and use units of time	
<i>Grade 6</i>	
solve problems involving elapsed time (hours and minutes)	SE/TE: 247, 248 (Example 4b), 249 (#10-17, 19-20), 250 (#28), 253 (#34-35), 254 (#30), 255 (#9), 291 (#27-28), 435 (#24), 603 (#37), 620 (#33-38)

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: Print Resources: 5-7; Daily Notetaking Guide: 5-7; Adapted Daily Notetaking Guide: 5-7
D. Count and compute money	
<i>Grade 6</i>	
N/A	
2. Apply appropriate techniques, tools and formulas to determine measurements	
A. Use standard or nonstandard measurement	
<i>Grade 6</i>	
N/A	
B. Use angle measurement	
<i>Grade 6</i>	
select and use benchmarks to estimate measurements of 0-, 45-, 90-, 180-, 360- degree angles	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 368 (Quick Check 2), 371 (#21-24)
	TR: Print Resources: 8-2; Daily Notetaking Guide: 8-2; Adapted Daily Notetaking Guide: 8-2
C. Apply geometric measurements	
<i>Grade 6</i>	
describe how to solve problems involving the area or perimeter of polygons	SE/TE: 435 (#20)
	TR: Print Resources: 9-4; Daily Notetaking Guide: 9-4; Adapted Daily Notetaking Guide: 9-4
D. Analyze precision	
<i>Grade 6</i>	
N/A	
E. Use relationships within a measurement system	
<i>Grade 6</i>	
convert from one unit to another within a system of measurement (mass and weight)	SE/TE: 292 (Quick Check 1), 294 (#7-8, 14, 17), 295 (#34), 299 (#40), 300 (#27), 414 (#3), 421 (Check Skills You'll Need #2), 422 (Quick Check 3a, 3c), 423 (#16, 19, 22), 424 (#27, 31, 33), 436 (Checkpoint Quiz 1 #4, 6, 8), 468 (#4), 470 (#8), 622 (#36, 38-39), 623 (#50), 628 (#7)
	TR: Print Resources: 6-7, 9-2; Daily Notetaking Guide: 6-7, 9-2; Adapted Daily Notetaking Guide: 6-7, 9-2
Data and Probability	
1. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them	
A. Formulate questions	
<i>Grade 6</i>	
formulate questions, design studies and collect data about a characteristic	SE/TE: 97 (#2), 202 (#7b)

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: Print Resources: 2-7, 4-9; Daily Notetaking Guide: 2-7, 4-9; Adapted Daily Notetaking Guide: 2-7, 4-9
B. Classify and organize data	
<i>Grade 6</i>	
N/A	
C. Represent and interpret data	
<i>Grade 6</i>	
interpret circle graphs; create and interpret stem-and-leaf plots	SE/TE: 86-88, 89 (#2-4, 6-11), 90 (#12, 13a, 14-17), 92 (#8), 96 (#17), 98 (Checkpoint Quiz 2 #2-5), 99 (Example 2, #1-2), 101 (#16), 102 (#13-16), 341, 342 (#2), 343 (#4-7, 12), 344 (#19), 356 (#36), 383 (#31-32), 405 (#26), 456 (#25), 614 (#13), 615 (#21), 624 (#32-33)
	TR: Print Resources: 2-6, 7-8; Daily Notetaking Guide: 2-6, 7-8; Adapted Daily Notetaking Guide: 2-6, 7-8
2. Select and use appropriate statistical methods to analyze data	
A. Describe and analyze data	
<i>Grade 6</i>	
find the range and measures of center, including median, mode and mean	SE/TE: 61, 62 (Example 2, Quick Check 2, Example 3), 63 (#2-3, 5-13, 18), 64 (#19-20, 21a), 66-67, 68 (#1, 3-4, 6-16), 69 (#19-20, 24, 25a, 27), 70, 71 (Example 3, Quick Check 3), 72 (#4, 6-7, 10-11), 73 (#13, 14b, 16, 21), 77 (#15), 83 (#26-27, 29-30), 85 (Checkpoint Quiz 1 #1-2), 86 (Check Skills You'll Need #2-4, Quick Check 1), 90 (#14-15, 18), 92 (#8), 93 (Check Skills You'll Need #2-4), 98 (Checkpoint Quiz 2 #2, 4), 99 (Example 2, #2), 100 (#6-7), 102 (#1-2, 5, 8, 12, 15-16), 365 (#29-30), 441 (#28-29), 614 (#1-6)
	TR: Print Resources: 2-1, 2-2, 2-3, 2-6, 2-7; Daily Notetaking Guide: 2-1, 2-2, 2-3, 2-6, 2-7; Adapted Daily Notetaking Guide: 2-1, 2-2, 2-3, 2-6, 2-7
B. Compare data representations	
<i>Grade 6</i>	
compare different representations of the same data and evaluate how well each representation shows important aspects of the data	SE/TE: 73 (#18), 79 (#1-2), 90 (#13b)
	TR: Print Resources: 2-3, 2-4, 2-6; Daily Notetaking Guide: 2-3, 2-4, 2-6; Adapted Daily Notetaking Guide: 2-3, 2-4, 2-6

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
C. Represent data algebraically	
<i>Grade 6</i>	
N/A	
3. Develop and evaluate inferences and predictions that are based on data	
A. Develop and evaluate inferences	
<i>Grade 6</i>	
use observations about differences between 2 samples to make conjectures about the populations from which the samples were taken	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 79, 90 (#16)
	TR: Print Resources: 2-4, 2-6; Daily Notetaking Guide: 2-4, 2-6; Adapted Daily Notetaking Guide: 2-4, 2-6
B. Analyze basic statistical techniques	
<i>Grade 6</i>	
N/A	
4. Understand and apply basic concepts of probability	
A. Apply basic concepts of probability	
<i>Grade 6</i>	
use a model (diagrams, list, sample space, or area model) to illustrate the possible outcomes of an event	SE/TE: 476, 477 (Example 2, Quick Check 2), 478, 479 (#2, 4-8), 480 (#12a), 481, 487 (Checkpoint Quiz 1 #1-2), 510 (#1), 603 (#46a), 630 (#1-2)
	TR: Print Resources: 10-1; Daily Notetaking Guide: 10-1; Adapted Daily Notetaking Guide: 10-1
B. Use and describe compound events	
<i>Grade 6</i>	
N/A	