

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

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>Number and Operations</b>	
<b>1. Understand numbers, ways of representing numbers, relationships among numbers and number systems</b>	
<b>A. Read, write and compare numbers</b>	
<i>Grade 7</i>	
compare and order integers, positive rationals and percents, including finding their approximate location on a number line	<b>SE/TE:</b> 32 (Example 3, Quick Check 3, Example 4, Quick Check 4), 33 (#32-44), 34 (#45a, 46-47, 51), 35 (Checkpoint Quiz 2 #7-9), 42 (#41-43), 47 (#40), 57 (#36-37), 61 (#19-22), 62 (#23-26, 31), 66 (#5-10), 88, 89 (#6-29), 90 (#30-38, 41), 94 (#43), 101 (Checkpoint Quiz 2 #4-6, 10), 113 (#16-20), 114 (#31-33), 166 (#15-18), 205 (Check Skills You'll Need #2-5), 208 (#39-41), 226 (#11-14), 281 (Example 5, Quick Check 5), 282 (#27-29, 32), 283 (#35a, 38), 288 (Checkpoint Quiz 1 #5, Math Games)
	<b>TR:</b> Print Resources: 1-6, 2-4, 6-2; Daily Notetaking Guide: 1-6, 2-4, 6-2; Adapted Daily Notetaking Guide: 1-6, 2-4, 6-2
<b>B. Represent and use rational numbers</b>	
<i>Grade 7</i>	
use fractions, decimals and percents to solve problems	<b>SE/TE:</b> 8-9, 10 (#3-33), 11 (#35-43), 14-15, 16 (#4-32), 17 (#33-36, 38-39, 41, 43-47), 18 (Checkpoint Quiz 1 #5-15), 20-21, 22 (#3-5, 7-26), 23 (#27-34, 37-38, 40-43), 126-127, 128 (#6-36), 129 (#40-47), 130-131, 132 (#9-23), 133 (#24-27, 29-34), 134 (Checkpoint Quiz 1 #4-10), 136-137, 138 (#7-33), 141-142, 143 (More Than One Way, #6-8), 144, 290-291, 292 (#1-8, 10-36), 293 (#37-43, 44b, 45-46)
	<b>TR:</b> Print Resources: 1-1, 1-2, 1-3, 1-4, 3-1, 3-2, 3-3, 3-4, 3-5, 6-4, 6-5, 6-6, 6-7; Daily Notetaking Guide: 1-1, 1-2, 1-3, 1-4, 3-1, 3-2, 3-3, 3-4, 3-5, 6-4, 6-5, 6-6, 6-7; Adapted Daily Notetaking Guide: 1-1, 1-2, 1-3, 1-4, 3-1, 3-2, 3-3, 3-4, 3-5, 6-4, 6-5, 6-6, 6-7

Prentice Hall Mathematics: Course 2 © 2008  
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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>C. Compose and decompose numbers</b>	
<i>Grade 7</i>	
recognize equivalent representations for the same number and generate them by decomposing and composing numbers, including exponential notation	<b>SE/TE:</b> 68, 69 (Quick Check 2a-2b), 70 (#9-16), 71 (#33, 38), 75 (Example 3, Quick Check 3), 77 (#25-32), 79 (Checkpoint Quiz 1 #11-14), 106-107, 108 (#3-27, 29), 109 (#31-34), 110, 112 (#10-14), 113 (#35-38), 114 (#5-9, 51-54), 145 (#52-54), 163 (#6), 400 (Check Skills You'll Need #2-5), 619 (#9), 620 (#31), 632 (#1-2, 38-41)
	<b>TR:</b> Print Resources: 2-1, 2-2, 2-8; Daily Notetaking Guide: 2-1, 2-2, 2-8; Adapted Daily Notetaking Guide: 2-1, 2-2, 2-8
<b>D. Classify and describe numeric relationships</b>	
<i>Grade 7</i>	
use whole number factors and multiples to describe relationships between and among numbers	<b>SE/TE:</b> 74, 75 (Example 3, Quick Check 3), 76, 77 (#8-20, 25-41), 78 (#42-45, 47-48, 51, 53), 79 (Checkpoint Quiz 1 #4-15, Math Games), 80 (Movie Rentals, #3), 81, 82 (Check Skills You'll Need #2-5), 87 (Check Skills You'll Need #2-5), 109 (#36-39), 112 (#10-15), 114 (#7-17, 19, 34a), 118 (#9-12), 621 (#23), 632 (#6-11), 633 (#44)
	<b>TR:</b> Print Resources: 2-2; Daily Notetaking Guide: 2-2; Adapted Daily Notetaking Guide: 2-2
<b>2. Understand meanings of operations and how they relate to one another</b>	
<b>A. Represent operations</b>	
<i>Grade 7</i>	
N/A	
<b>B. Describe effects of operations</b>	
<i>Grade 7</i>	
describe the effects of multiplication and division on fractions and addition and subtraction on integers	<b>SE/TE:</b> 38 (Key Concepts), 41 (#3), 138 (#6)

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 (Grade 7)

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	<b>TR:</b> Print Resources: 1-7, 3-4, 3-5; Daily Notetaking Guide: 1-7, 3-4, 3-5; Adapted Daily Notetaking Guide: 1-7, 3-4, 3-5
<b>C. Apply properties of operations</b>	
<i>Grade 7</i>	
apply properties of operations (including order of operations) to positive rational numbers	<b>SE/TE:</b> 9 (Example 3, Quick Check 3), 10 (#27-32, 34), 15 (Example 2, Quick Check 2), 16 (#20-28), 23 (#41-43), 48-49, 50 (#2-26), 51 (#27-36), 53 (Check Skills You'll Need #2-4), 61 (#27-30), 62 (#17-18, 27-28), 66 (#15-17), 68 (Check Skills You'll Need #2-5), 69 (Quick Check 3c), 70 (#24-26, 28-29), 71 (#42), 79 (Checkpoint Quiz 1 #1, 3), 90 (#44-46), 112 (#8-9), 114 (#1-2, 4), 133 (#37-39), 166 (#9-14), 169 (Check Skills You'll Need #2-5), 172 (#42-44), 372 (#3-5)
	<b>TR:</b> Print Resources: 1-2, 1-3, 1-9, 2-1; Daily Notetaking Guide: 1-2, 1-3, 1-9, 2-1; Adapted Daily Notetaking Guide: 1-2, 1-3, 1-9, 2-1
<b>D. Apply operations on real and complex numbers</b>	
<i>Grade 7</i>	
approximate the value of square roots to the nearest whole number	<b>SE/TE:</b> 401 (Example 2, Quick Check 2), 402 (#16-20), 430 (#18-21)
	<b>TR:</b> Print Resources: 8-6; Daily Notetaking Guide: 8-6; Adapted Daily Notetaking Guide: 8-6
<b>3. Compute fluently and make reasonable estimates</b>	
<b>A. Describe or represent mental strategies</b>	
<i>Grade 7</i>	
N/A	
<b>B. Develop and demonstrate fluency</b>	
<i>Grade 7</i>	
N/A	

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>C. Compute problems</b>	
<i>Grade 7</i>	
multiply and divide positive rational numbers	<b>SE/TE:</b> 14-15, 16 (#4-6, 11-32), 17 (#33-36, 38-39, 41, 43), 18 (Checkpoint Quiz 1 #9-14), 20-21, 22 (#3-5, 7-26), 23 (#27-34, 35-38, 40-43), 30 (#41-43), 31 (Check Skills You'll Need #2-4), 35 (Checkpoint Quiz 2 #1-3), 60 (#10, 13), 136-137, 138 (#7-33), 139 (#34-36, 38-46), 141-142, 143 (More Than One Way, #6-8), 144 (#9-34, 36-39), 145 (#41-44, 46-48), 151 (#47-49), 153 (Checkpoint Quiz 2 #1-12), 161 (#19-28), 162 (#18-26, 29-31, 35-36), 630 (#9-16), 634 (#17-24), 635 (#43-47)
	<b>TR:</b> Print Resources: 1-3, 1-4, 3-4, 3-5; Daily Notetaking Guide: 1-3, 1-4, 3-4, 3-5; Adapted Daily Notetaking Guide: 1-3, 1-4, 3-4, 3-5
<b>D. Estimate and justify solutions</b>	
<i>Grade 7</i>	
estimate and justify the results of multiplication and division of positive rational numbers	<b>SE/TE:</b> 5 (Example 3, Quick Check 3), 6 (#8-9, 18-26), 7 (#28-30, 32-35), 14, 16 (#11-19), 18 (Checkpoint Quiz 1 #3-4), 20 (Check Skills You'll Need #2-4), 21 (Example 3), 22 (#2), 60 (#6, 8), 62 (#3-4), 120 (Check Skills You'll Need #2-6), 121 (Example 3, Quick Check 3, Example 4, Quick Check 4), 122 (#20-32), 137 (Example 3), 139 (#49), 142 (Example 3), 144 (#36), 157 (#42-43), 160 (#10), 162 (#5-6), 272 (#1-4), 630 (#3-4)
	<b>TR:</b> Print Resources: 1-1, 1-3, 1-4, 3-1, 3-4, 3-5; Daily Notetaking Guide: 1-1, 1-3, 1-4, 3-1, 3-4, 3-5; Adapted Daily Notetaking Guide: 1-1, 1-3, 1-4, 3-1, 3-4, 3-5

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 Missouri Mathematics Grade-Level Expectations  
 (Grade 7)

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>E. Use proportional reasoning</b>	
<i>Grade 7</i>	
solve problems involving proportions, such as scaling and finding equivalent ratios	<b>SE/TE:</b> 229 (Example 2, Quick Check 2-3), 230 (#3-8, 14-22, 27), 234 (#2-9, 14-21), 243 (Activity, #3), 244-245, 246 (More Than One Way, #3-5), 247 (#6-28, 30), 248 (#31-34, 36-41), 249 (Muscles), 250, 252-253, 254 (#6-7, 10-13), 255 (#14-17, 19-21), 257 (Checkpoint Quiz 2 #5-6, 9-10), 259-260, 261 (Example 4, Quick Check 4, #4-5), 262, 263 (#22-27, 30), 264 (#2-3, 5), 265, 266 (#6-10, 12-15), 267, 268 (#8-35), 272 (#14-16), 638 (#6-14, 20)
	<b>TR:</b> Print Resources: 5-1, 5-2, 5-4, 5-5, 5-6; Daily Notetaking Guide: 5-1, 5-2, 5-4, 5-5, 5-6; Adapted Daily Notetaking Guide: 5-1, 5-2, 5-4, 5-5, 5-6
<b>Algebraic Relationships</b>	
<b>1. Understand patterns, relations and functions</b>	
<b>A. Recognize and extend patterns</b>	
<i>Grade 7</i>	
N/A	
<b>B. Create and analyze patterns</b>	
<i>Grade 7</i>	
analyze patterns represented graphically or numerically using words or symbolic rules, including recursive notation	<b>SE/TE:</b> 22 (#6), 71 (#34), 168, 419 (#2a), 441 (Activity #4, Exercise #4), 442, 443 (Example 2, Quick Check 2, Example 3), 444 (#6-13), 447 (Example 3, Quick Check 3), 448 (#13-18), 449 (#24b), 450 (Checkpoint Quiz 1 #4-7, 9), 451 (Activity #4, Exercise #4), 453 (Example 2, Quick Check 2), 454 (#3-4, 8-11), 455 (#22-23, 25, 29), 456 (Check Skills You'll Need #2-4), 459 (#14b, 20a), 465 (Checkpoint Quiz 2 #1-3), 475 (#32), 478 (#12), 479 (#14-15), 480 (#1-6, 11-13, 21), 527 (#1), 646 (#7-10)

Prentice Hall Mathematics: Course 2 © 2008  
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 (Grade 7)

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TR:</b> Print Resources: 9-2, 9-3, 9-4, 9-5; Daily Notetaking Guide: 9-2, 9-3, 9-4, 9-5; Adapted Daily Notetaking Guide: 9-2, 9-3, 9-4, 9-5
<b>C. Classify objects and representations</b>	
<i>Grade 7</i>	
compare and contrast various forms of representations of patterns	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 437-438, 439 (#6-7, 14), 440 (#15-16, 17a, 18, 19a-19b, 20), 441 (Activity #1, 3, Exercises #3-4), 442-443, 444 (#4-20), 445 (#23-32), 446-447, 448 (#3-20), 449 (#21-27), 450 (Checkpoint Quiz 1 #1, 4-7, 9), 452-453, 454 (#3-21), 455 (#22-29), 456, 457 (Example 2, Quick Check 2, #3), 458 (#4-12), 459 (#14-22), 460 (Example, #1-6), 465 (Checkpoint Quiz 2 #1-4), 478 (#6-7, 9-12), 479 (#13-16), 480 (#1-6, 8-14, 20-21), 646 (#1-13), 647 (#23-25)
	<b>TR:</b> Print Resources: 9-1, 9-2, 9-3, 9-4, 9-5; Daily Notetaking Guide: 9-1, 9-2, 9-3, 9-4, 9-5; Adapted Daily Notetaking Guide: 9-1, 9-2, 9-3, 9-4, 9-5
<b>D. Identify and compare functions</b>	
<i>Grade 7</i>	
identify functions as linear or nonlinear from tables, graphs or equations	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 504, 506 (#1)
	<b>TR:</b> Print Resources: 10-4; Daily Notetaking Guide: 10-4; Adapted Daily Notetaking Guide: 10-4
<b>E. Describe the effects of parameter changes</b>	
<i>Grade 7</i>	
N/A	

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>2. Represent and analyze mathematical situations and structures using algebraic symbols</b>	
<b>A. Represent mathematical situations</b>	
<i>Grade 7</i>	
use variables to represent unknown quantities in equations and inequalities	<b>SE/TE:</b> 181 (Example 2), 183 (#22-24, 29), 184 (#37, 39), 187 (Example 2, Quick Check 2), 189 (#35), 190 (#52), 191 (Checkpoint Quiz 1 #9), 192 (Big Burgers), 193 (#3b, 4a), 196 (Example 4, Quick Check 4), 198 (#44), 199 (#10), 201 (Example 3, Quick Check 3), 203 (#29-34), 206 (Example 4, Quick Check 4), 207 (#23-28), 211 (Example 3), 212 (#26), 212 (#36), 215 (Example 2), 217 (#34-38), 221 (#26-28, 33), 222 (#19-24, 26-29, 40-42), 527 (#16), 637
	<b>TR:</b> Print Resources: 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9; Daily Notetaking Guide: 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9; Adapted Daily Notetaking Guide: 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9
<b>B. Describe and use mathematical manipulation</b>	
<i>Grade 7</i>	
generate equivalent forms for simple algebraic expressions	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 49 (Example 3, Quick Check 3), 50 (#6-7, 17-25), 51 (#33), 61 (#30), 62 (#12-14, 27-28), 133 (#37-39), 172 (#42-44)
	<b>TR:</b> Print Resources: 1-9; Daily Notetaking Guide: 1-9; Adapted Daily Notetaking Guide: 1-9
<b>C. Utilize equivalent forms</b>	
<i>Grade 7</i>	
N/A	
<b>D. Utilize systems</b>	
<i>Grade 7</i>	
N/A	

Prentice Hall Mathematics: Course 2 © 2008  
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 (Grade 7)

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>3. Use mathematical models to represent and understand quantitative relationships</b>	
<b>A. Use mathematical models</b>	
<i>Grade 7</i>	
model and solve problems, using multiple representations such as graphs, tables, expressions, equations or inequalities	<b>SE/TE:</b> 207 (#25-28), 221 (#27-28), 457 (Example 2, Quick Check 2), 458 (#6-7), 459 (#14, 20a, 20d, 21), 460 (Example, #1-6), 479 (#13-16), 480 (#12-14, 20-21), 492 (Example 3), 493 (#2-3, 34), 504, 505 (Example 2, Quick Check 2), 506 (#2-4, 8-24, 26), 507 (#30), 525 (#15-18), 526 (#21-22), 534 (#1-2), 536 (#22-24), 549 (Checkpoint Quiz 1 #1), 572 (#6), 646 (#11-13), 647 (#25), 648 (#10-13), 649 (#25), 650 (#1-2)
	<b>TR:</b> Print Resources: 4-7, 9-5, 10-2, 10-4; Daily Notetaking Guide: 4-7, 9-5, 10-2, 10-4; Adapted Daily Notetaking Guide: 4-7, 9-5, 10-2, 10-4
<b>4. Analyze change in various contexts</b>	
<b>A. Analyze change</b>	
<i>Grade 7</i>	
compare situations with constant or varying rates of change	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 491, 492 (Example 3, Quick Check 3), 493 (#2-3, 22-35), 494 (#40, 42, 44), 495, 498-499, 500 (#5-12), 501 (#14-19, 22), 502 (Example, #1-4, 6-9), 503 (Checkpoint Quiz 1 #4-10), 504-505, 506 (#2-4, 8-24, 26), 507 (#27-33), 518 (Checkpoint Quiz 2 #1-4), 525 (#13-18), 526 (#11-23), 648 (#4-6, 10-13), 649 (#21-25)
	<b>TR:</b> Print Resources: 10-2, 10-3, 10-4; Daily Notetaking Guide: 10-2, 10-3, 10-4; Adapted Daily Notetaking Guide: 10-2, 10-3, 10-4



Prentice Hall Mathematics: Course 2 © 2008  
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 (Grade 7)

MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>Geometric and Spatial Relationships</b>	
<b>1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</b>	
<b>A. Describe and use geometric relationships</b>	
<i>Grade 7</i>	
classify 2- and 3- dimensional shapes based on their properties	<b>SE/TE:</b> 336, 337 (Example 2, Quick Check 2), 338 (#3-11, 15), 339 (#16-18, 20), 340-341, 342 (Example 2, Quick Check 2, #3-5), 343 (#6-10, 14-15), 345 (Checkpoint Quiz 1 #8-11), 353 (#32), 367 (#10-15), 368 (#14-18), 410, 411 (Example 1, Quick Check 1), 412 (#1, 3-11, 15-16), 413 (#17-19, 28), 420 (Checkpoint Quiz 2 #6-8), 429 (#16-18), 522 (#31-33), 642 (#11-14), 643 (#25), 644 (#24-26)
	<b>TR:</b> Print Resources: 7-3, 7-4, 8-8; Daily Notetaking Guide: 7-3, 7-4, 8-8; Adapted Daily Notetaking Guide: 7-3, 7-4, 8-8
<b>B. Apply geometric relationships</b>	
<i>Grade 7</i>	
describe relationships between corresponding sides, corresponding angles and corresponding perimeters of similar polygons	<b>SE/TE:</b> 252, 254 (#1-3), 255 (#18), 266 (#5)
	<b>TR:</b> Print Resources: 5-5; Daily Notetaking Guide: 5-5; Adapted Daily Notetaking Guide: 5-5
<b>C. Compose and decompose shapes</b>	
<i>Grade 7</i>	
N/A	
<b>2. Specify locations and describe spatial relationships using coordinate geometry and other representational systems</b>	
<b>A. Use coordinate systems</b>	
<i>Grade 7</i>	
given ordered pairs, identify geometric shapes in the coordinate plane using their properties	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 487 (Example 3, Quick Check 3), 488 (#23-27), 489 (#31, 34, 36)

Prentice Hall Mathematics: Course 2 © 2008  
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 (Grade 7)

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	<b>TR:</b> Print Resources: 10-1; Daily Notetaking Guide: 10-1; Adapted Daily Notetaking Guide: 10-1
<b>3. Apply transformations and use symmetry to analyze mathematical situations</b>	
<b>A. Use transformations on objects</b>	
<i>Grade 7</i>	
reposition shapes under informal transformations, such as reflection (flip), rotation (turn) and translation (slide)	<b>SE/TE:</b> 512 (Example 2, Quick Check 2), 512 (#10-14), 515 (Example 3, Quick Check 3), 516 (#16-17), 517 (#29), 520 (Example 3, Quick Check 3), 521 (#13-16), 525 (#19-22), 526 (#25-27), 648 (#18)
	<b>TR:</b> Print Resources: 10-5, 10-6, 10-7; Daily Notetaking Guide: 10-5, 10-6, 10-7; Adapted Daily Notetaking Guide: 10-5, 10-6, 10-7
<b>B. Use transformations on functions</b>	
<i>Grade 7</i>	
describe the relationship between the scale factor and the perimeter of the image using a dilation (contractions- magnifications) (stretching/shrinking)	<i>Opportunities to address this standard can be found on the following page:</i> <b>SE/TE:</b> 256 (#1, 4, 5b)
	<b>TR:</b> Print Resources: 5-5; Daily Notetaking Guide: 5-5; Adapted Daily Notetaking Guide: 5-5
<b>C. Use symmetry</b>	
<i>Grade 7</i>	
determine all lines of symmetry of polygons	<b>SE/TE:</b> 516 (#2, 6, 8-9), 517 (#24), 526 (#30), 649 (#27)
	<b>TR:</b> Print Resources: 10-6; Daily Notetaking Guide: 10-6; Adapted Daily Notetaking Guide: 10-6
<b>4. Use visualization, spatial reasoning and geometric modeling to solve problems</b>	
<b>A. Recognize and draw three-dimensional representations</b>	
<i>Grade 7</i>	
use spatial visualizations to identify various 2-dimensional views of isometric drawings	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 409, 613 (#33)

Prentice Hall Mathematics: Course 2 © 2008  
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	<b>TR:</b> Print Resources: 8-8; Daily Notetaking Guide: 8-8; Adapted Daily Notetaking Guide: 8-8
<b>B. Draw and use visual models</b>	
<i>Grade 7</i>	
draw or use visual models to represent and solve problem	<b>SE/TE:</b> 13 (Activity, #1-6), 19 (Activity, #1-6), 27 (Example 2-3), 86, 93 (#10-29, 31), 125 (Example 1-2, #1-6), 128 (#14-25), 144 (#9-20), 171 (#12-15), 183 (#5-16), 189 (#9-20), 197 (#21-26), 203 (#5-28), 228, 232-233, 260 (Example 3), 274, 275 (Example 3, Quick Check 3), 276 (#1-2, 7-17), 279, 282 (#1), 400, 414-415, 416 (Example 3, Quick Check 3, #3-4), 421-423
	<b>TR:</b> Print Resources: 1-3, 1-4, 1-5, 2-4, 2-5, 3-2, 3-5, 4-1, 4-2, 4-4, 4-5, 4-6, 5-1, 5-2, 5-6, 6-1, 6-2, 7-1, 8-6, 8-9, 8-10, 9-2, 9-4, 10-3, 10-7, 12-3, 12-4; Daily Notetaking Guide: 1-3, 1-4, 1-5, 2-4, 2-5, 3-2, 3-5, 4-1, 4-2, 4-4, 4-5, 4-6, 5-1, 5-2, 5-6, 6-1, 6-2, 7-1, 8-6, 8-9, 8-10, 9-2, 9-4, 10-3, 10-7, 12-3, 12-4; Adapted Daily Notetaking Guide: 1-3, 1-4, 1-5, 2-4, 2-5, 3-2, 3-5, 4-1, 4-2, 4-4, 4-5, 4-6, 5-1, 5-2, 5-6, 6-1, 6-2, 7-1, 8-6, 8-9, 8-10, 9-2, 9-4, 10-3, 10-7, 12-3, 12-4
<b>Measurement</b>	
<b>1. Understand measurable attributes of objects and the units, systems and processes of measurement</b>	
<b>A. Determine unit of measurement</b>	
<i>Grade 7</i>	
identify and justify the unit of measure for volume (customary and metric)	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 421-423, 424 (#3-14), 425 (\$15-17, 20, 22, 24), 427 (#2), 429 (#19-21), 430 (#33-34), 619 (#8), 645 (#37)
	<b>TR:</b> Print Resources: 8-10; Daily Notetaking Guide: 8-10; Adapted Daily Notetaking Guide: 8-10

Prentice Hall Mathematics: Course 2 © 2008  
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<b>B. Identify equivalent measures</b>	
<i>Grade 7</i>	
identify the equivalent area measures within a system of measurement (e.g., sq ft. to sq in.)	<p><i>Opportunities to address this standard can be found on the following pages:</i></p> <p><b>SE/TE:</b> 375 (Example 3, Quick Check 3), 376 (Example 4, Quick Check 4), 377 (#12-17), 378 (#23, 27-29), 381 (Example 1, Quick Check 1), 382 (#6-11, 17), 383 (#22, 25-26), 385 (Example 2, Quick Check 2), 386 (#5-7, 12-19), 387 (#20-23, 25), 388-390, 391 (#5-11), 392 (#12-15, 17-19, 21), 393 (Checkpoint Quiz 1 #1-5), 395 (Example 2, Quick Check 2), 396 (#12-18), 397 (#21-26, 29), 398 (Mosaic), 399 (#3-4), 414 (Check Skills You'll Need #2-3), 421 (Check Skills You'll Need #2-3), 428 (#6, 8-10), 429 (#11-13), 430 (#1-8), 431 (#2, 11)</p>
	<b>TR:</b> Print Resources: 8-1, 8-2, 8-3, 8-4, 8-5; Daily Notetaking Guide: 8-1, 8-2, 8-3, 8-4, 8-5; Adapted Daily Notetaking Guide: 8-1, 8-2, 8-3, 8-4, 8-5
<b>C. Tell and use units of time</b>	
<i>Grade 7</i>	
solve problems involving addition and subtraction of time (hours, minutes and seconds)	<b>SE/TE:</b> 123 (#37), 129 (#47)
	<b>TR:</b> Print Resources: 3-1, 3-2; Daily Notetaking Guide: 3-1, 3-2; Adapted Daily Notetaking Guide: 3-1, 3-2
<b>D. Count and compute money</b>	
<i>Grade 7</i>	
N/A	
<b>2. Apply appropriate techniques, tools and formulas to determine measurements</b>	
<b>A. Use standard or nonstandard measurement</b>	
<i>Grade 7</i>	
N/A	

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>B. Use angle measurement</b>	
<i>Grade 7</i>	
use tools to measure angles to the nearest degree	<b>SE/TE:</b> 329
	<b>TR:</b> Print Resources: 7-2; Daily Notetaking Guide: 7-2; Adapted Daily Notetaking Guide: 7-2
<b>C. Apply geometric measurements</b>	
<i>Grade 7</i>	
describe how to solve problems involving circumference and/or area of a circle	<b>SE/TE:</b> 394
<b>D. Analyze precision</b>	
<i>Grade 7</i>	
analyze precision and accuracy in measurement situations	<b>SE/TE:</b> 154-155, 156 (#2-24), 157 (#25-36), 161 (#36-47), 162 (#46-49), 634 (#31-36), 635 (#50)
	<b>TR:</b> Print Resources: 3-7; Daily Notetaking Guide: 3-7; Adapted Daily Notetaking Guide: 3-7
<b>E. Use relationships within a measurement system</b>	
<i>Grade 7</i>	
convert from one unit to another within a system of measurement (capacity)	<b>SE/TE:</b> 27 (Example 2, Quick Check 2), 28 (More Than One Way, #6), 29 (#12, 16, 23, 25), 30 (#30, 35, 37-38), 34 (#54), 35 (Checkpoint Quiz 2 #4), 47 (#42), 61 (#16), 62 (#20), 149 (Example 2, Quick Check 2), 150 (#16-22), 151 (#34-35), 154 (Check Skills You'll Need #6), 161 (#30, 34), 162 (#39, 42), 236 (#9), 344 (#27), 372 (#6), 630 (#17-18), 634 (#25)
	<b>TR:</b> Print Resources: 1-5, 3-6; Daily Notetaking Guide: 1-5, 3-6; Adapted Daily Notetaking Guide: 1-5, 3-6

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>Data and Probability</b>	
<b>1. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them</b>	
<b>A. Formulate questions</b>	
<i>Grade 7</i>	
formulate questions, design studies and collect data about a characteristic	<b>SE/TE:</b> 549 (Activity Lab 11-4a #1-4)
	<b>TR:</b> Print Resources: 11-4; Daily Notetaking Guide: 11-4; Adapted Daily Notetaking Guide: 11-4
<b>B. Classify and organize data</b>	
<i>Grade 7</i>	
N/A	
<b>C. Represent and interpret data</b>	
<i>Grade 7</i>	
select, create and use appropriate graphical representation of data, including circle graphs, histograms and box plots (box and whiskers)	<b>SE/TE:</b> 58, 85 (#35), 129 (#43-45), 303 (#5), 354-355, 356 (#7-12), 357 (#13-15, 17, 19-20), 358 (Activity Lab 7-7b, Checkpoint Quiz 2 #2), 359 (Percents and Circle Graphs), 360 (#2, 4-5), 368 (#32), 533 (Example 3, Quick Check 3), 534 (More Than One Way, #2), 535 (#9-10), 536 (#14-16, 18), 572 (#7), 574 (#3), 643 (#29), 651 (#12)
	<b>TR:</b> Print Resources: 1-10, 7-7, 11-1; Daily Notetaking Guide: 1-10, 7-7, 11-1; Adapted Daily Notetaking Guide: 1-10, 7-7, 11-1

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>2. Select and use appropriate statistical methods to analyze data</b>	
<b>A. Describe and analyze data</b>	
<i>Grade 7</i>	
find, use and interpret measures of center and spread, including ranges and interquartile range	<b>SE/TE:</b> 53-54, 55 (Example 4, Quick Check 4, #3, 6-7), 56 (#9-23, 25-26), 57 (#28a, 32, 34), 61 (#31), 62 (#38, 41-42), 63 (#1, 3-4), 123 (#47), 530 (#3-6), 544 (Check Skills You'll Need #2-4), 545 (Quick Check 2, Example 3, Quick Check 3), 546 (#11-14), 547 (#18), 560 (Check Skills You'll Need #2), 561 (Example 3), 563 (#8, 10), 565 (Checkpoint Quiz 2 #2), 571, 595 (#29), 605 (#7), 613 (#32), 621 (#43), 630 (#45-46), 631 (#55), 650 (#7)
	<b>TR:</b> Print Resources: 1-10, 11-3, 11-6; Daily Notetaking Guide: 1-10, 11-3, 11-6; Adapted Daily Notetaking Guide: 1-10, 11-3, 11-6
<b>B. Compare data representations</b>	
<i>Grade 7</i>	
compare different representations of the same data and evaluate how well each representation shows important aspects of the data	<b>SE/TE:</b> 543 (#2, 4-9)
	<b>TR:</b> Print Resources: 11-2; Daily Notetaking Guide: 11-2; Adapted Daily Notetaking Guide: 11-2
<b>C. Represent data algebraically</b>	
<i>Grade 7</i>	
N/A	
<b>3. Develop and evaluate inferences and predictions that are based on data</b>	
<b>A. Develop and evaluate inferences</b>	
<i>Grade 7</i>	
use observations about differences between samples to make conjectures about the populations from which the samples were taken	<b>SE/TE:</b> 554, 555 (#2-15), 556 (#19b, 21-22), 565 (Checkpoint Quiz 2 #5-6), 573 (#16), 574 (#20-21), 650 (#9), 651 (#18)

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	<b>TR:</b> Print Resources: 11-5; Daily Notetaking Guide: 11-5; Adapted Daily Notetaking Guide: 11-5
<b>B. Analyze basic statistical techniques</b>	
<i>Grade 7</i>	
N/A	
<b>4. Understand and apply basic concepts of probability</b>	
<b>A. Apply basic concepts of probability</b>	
<i>Grade 7</i>	
use models to compute the probability of an event	<b>SE/TE:</b> 580, 581 (Example 2-4), 582 (#3-6, 13-20, 22), 583 (#24-31), 586 (Example 1), 587 (Example 3), 589 (#15-21), 591-592, 593 (#3-6), 594 (#10-14, 17-20), 597 (Checkpoint Quiz 1 #1-4, 6-9, Activity Lab 12-4a #2-3), 599 (Example 2, Quick Check 2), 600 (More Than One Way), 601 (#11-19, 24), 604 (Practice with Probability), 614 (Checkpoint Quiz 2 #1-5), 616 (#6-8), 618 (#1-3, 5-8, 19-20), 653 (#19, 21)
	<b>TR:</b> Print Resources: 12-1, 12-2, 12-3, 12-4; Daily Notetaking Guide: 12-1, 12-2, 12-3, 12-4; Adapted Daily Notetaking Guide: 12-1, 12-2, 12-3, 12-4
<b>B. Use and describe compound events</b>	
<i>Grade 7</i>	
N/A	