

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

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 8</i>	
compare and order rationals and percents, including finding their approximate locations on a number line	SE/TE: 2 (#1-4), 11 (Example 2-3, Quick Check 2-3), 12 (#2-5, 10-14, 19, 20a), 13 (#22-29, 32), 19 (#39-41), 23 (#44), 30 (#44), 45 (#15-19), 46 (#25-28), 50 (#5-8), 62-63, 64 (#2-25), 65 (#26-29, 31-32, 35-36), 69 (#44-46), 70 (Checkpoint Quiz 1 #5), 99 (#17-19), 100 (#8-11), 212 (Example 4, #22-25), 213 (#35), 227 (#29-31), 254 (#1-4), 604 (#5-8), 606 (#21-24), 607 (#48), 629
	TR: Print Resources: 1-2, 2-3, 5-1; Daily Notetaking Guide: 1-2, 2-3, 5-1; Adapted Daily Notetaking Guide: 1-2, 2-3, 5-1
B. Represent and use rational numbers	
<i>Grade 8</i>	
use fractions, decimals and percents to solve problems	SE/TE: 66-67, 68 (#4-6, 8-30), 69 (#31-38, 42), 70 (Checkpoint Quiz 1 #6-10), 72-73, 74 (More Than One Way, #3-5), 75, 76 (#35-38, 41-44), 218-219, 220 (Example 4, Quick Check 4), 221 (#5-32), 222 (#36-46), 224-225, 226 (#2-4, 7-17), 227 (#19-21, 23, 26-27), 229 (Checkpoint Quiz 1 #6-11, 13-14), 235-236, 237 (#9-18), 14-17), 238 (#18, 20-22, 27-30), 254 (#8-11, 13-22, 28-29, 31-34), 255 (#2-4, 6, 8, 13, 15), 606 (#25-32), 607 (#49-52), 612 (#9-20, 22, 29-36), 613 (#41-43, 46)
	TR: Print Resources: 2-4, 2-5, 5-3, 5-4, 5-6, 5-7; Daily Notetaking Guide: 2-4, 2-5, 5-3, 5-4, 5-6, 5-7; Adapted Daily Notetaking Guide: 2-4, 2-5, 5-3, 5-4, 5-6, 5-7

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
C. Compose and decompose numbers	
<i>Grade 8</i>	
recognize equivalent representations for the same number and generate them by decomposing and composing numbers, including scientific notation	SE/TE: 53 (Example 2, Quick Check 2), 55 (#15-22, 42), 70 (Checkpoint Quiz 1 #1), 92-93, 94 (#5-26), 95 (#31, 35b, 38), 96 (#4-5), 98 (#11-15), 99 (#34-38), 100 (#4-7, 45-54), 110 (#54-56), 115 (#28-30), 144 (#30), 200 (#24-26), 217 (#38), 401 (#21-23), 499 (#30-33), 555 (#1), 593 (#13), 606 (#42-45), 607 (#55)
	TR: Print Resources: 2-1, 2-8; Daily Notetaking Guide: 2-1, 2-8; Adapted Daily Notetaking Guide: 2-1, 2-8
D. Classify and describe numeric relationships	
<i>Grade 8</i>	
use factors and multiples to describe relationships between and among numbers and justify characteristics of numbers	SE/TE: 53, 54 (Example 4, Quick Check 4, #2), 55 (#15-43), 56 (#44-46, 48, 52), 57 (Check Skills You'll Need #2-5), 70 (Checkpoint Quiz 1 #1-2), 84 (#30-32), 86 (Check Skills You'll Need #2-6), 98 (#11-15), 99 (#1-7), 101 (#7, 12), 213 (#37-39), 606 (#1-8), 607 (#46)
	TR: Print Resources: 2-1; Daily Notetaking Guide: 2-1; Adapted Daily Notetaking Guide: 2-1
2. Understand meanings of operations and how they relate to one another	
A. Represent operations	
<i>Grade 8</i>	
N/A	
B. Describe effects of operations	
<i>Grade 8</i>	
describe the effects of multiplication and division on integers	SE/TE: 20 (Key Concepts), 21 (Key Concepts), 22 (#2), 23 (#32-33, 36-40)
	TR: Print Resources: 1-4; Daily Notetaking Guide: 1-4; Adapted Daily Notetaking Guide: 1-4

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
C. Apply properties of operations	
<i>Grade 8</i>	
apply properties of operations to rational numbers, including order of operations and inverse operations	SE/TE: 6, 7 (#11-15), 8 (#21-23), 10 (Check Skills You'll Need #2-4), 11 (Example 4, Quick Check 4), 12 (#15-18), 13 (#35), 16 (Check Skills You'll Need #4-5), 21 (Example 3, Quick Check 3), 22 (#23-28), 26-28, 29 (#8-33), 41 (#46-48), 44 (#9-11), 45 (#27-29), 46 (#5-10, 29-32, 38-40), 87 (Example 4, Quick Check 4, Example 5, Quick Check 5), 88 (#25-32), 89 (#33-38, 40, 44), 91 (Checkpoint Quiz 2 #5-8, 10), 95 (#41-43), 99 (#31-33), 100 (#37-44), 604 (#1-4), 605 (#42-45)
	TR: Print Resources: 1-1, 1-2, 1-4, 1-5, 2-7; Daily Notetaking Guide: 1-1, 1-2, 1-4, 1-5, 2-7; Adapted Daily Notetaking Guide: 1-1, 1-2, 1-4, 1-5, 2-7
D. Apply operations on real and complex numbers	
<i>Grade 8</i>	
apply the relationship between squares and square roots and cubes and cube roots to solve a problem	SE/TE: 106-107, 108 (#5-8), 109 (#9-25, 32-34, 36), 110 (#38-47, 51), 112-113, 114 (#2-14), 115 (#15a, 16-21, 25), 117 (#3-4, 6), 118-119, 120 (#2-14), 121 (#15-18, 20b, 22-23), 123 (Checkpoint Quiz 1 #1, 5-9), 127 (#34-38), 144 (#32-34), 152 (#6-8), 153 (#14-17), 154 (#1-6, 13-17), 158 (#16-18), 163 (#33-37), 190 (#21-23), 233 (#35), 255 (#5), 349 (#1), 608 (#5-16, 29), 609 (#30-31)
	TR: Print Resources: 3-1, 3-2, 3-3; Daily Notetaking Guide: 3-1, 3-2, 3-3; Adapted Daily Notetaking Guide: 3-1, 3-2, 3-3
3. Compute fluently and make reasonable estimates	
A. Describe or represent mental strategies	
<i>Grade 8</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. Develop and demonstrate fluency	
<i>Grade 8</i>	
N/A	
C. Compute problems	
<i>Grade 8</i>	
apply all operations on rational numbers	SE/TE: 16-17, 18 (#5-29), 19 (#32, 34, 36), 20-21, 22 (#3-30), 23 (#31, 35, 41-43, 46-49), 26-27, 28 (Example 5, Quick Check 5), 29 (#8-10, 12-20, 27-33), 30 (#34, 36-38, 41-42, 45-47), 31 (Checkpoint Quiz 2 #1-9), 33 (Check Skills You'll Need #2-5), 38 (Check Skills You'll Need #2-5), 66-67, 68 (#4-6, 8-30), 69 (#31-38, 42), 70 (Checkpoint Quiz 1 #6-10), 72-73, 74 (More Than One Way, #3-5), 75, 76 (#35-38, 41-44, 46-48), 99 (#20-26, 31-33), 100 (#20-33, 35-44, 56-57), 101 (#1, 3, 5, 9, 11, 13b, 14b), 104 (#1-5, 13-15)
	TR: Print Resources: 1-3, 1-4, 1-5, 2-4, 2-5; Daily Notetaking Guide: 1-3, 1-4, 2-4, 2-5; Adapted Daily Notetaking Guide: 1-3, 1-4, 2-4, 2-5
D. Estimate and justify solutions	
<i>Grade 8</i>	
estimate and justify the results of all operations on rational numbers	SE/TE: 34 (Example 2), 67 (Example 3), 73 (Example 3), 116 (Squares and Square Roots), 161 (Example 3), 167 (Example 2), 175 (Example 2), 179 (#1), 198 (Example 2), 214-216, 217 (#25-28, 33, 35-36), 220 (Example 4), 224 (Example 1), 229 (Checkpoint Quiz 1 #6-10), 230 (Example 1), 252 (#14-17), 254 (#8-12), 255 (#6), 272 (Example 2), 279, 289 (Example 1), 612 (#9-12), 613 (#41)

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: Print Resources: 1-6, 2-4, 2-5, 4-1, 4-2, 4-3, 4-7, 5-2, 5-3, 5-4, 5-5, 6-3, 6-6; Daily Notetaking Guide: 1-6, 2-4, 2-5, 4-1, 4-2, 4-3, 4-7, 5-2, 5-3, 5-4, 5-5, 6-3, 6-6; Adapted Daily Notetaking Guide: 1-6, 2-4, 2-5, 4-1, 4-2, 4-3, 4-7, 5-2, 5-3, 5-4, 5-5, 6-3, 6-6
E. Use proportional reasoning	
<i>Grade 8</i>	
solve problems involving proportions, such as scaling and finding equivalent ratios	SE/TE: 160-161, 162 (#5-23), 163 (#24-28, 31), 164 (#1, 3-4, 8), 166-168, 169 (#7-26), 170 (#27-28, 38, 40, 42), 171 (Checkpoint Quiz 1 #1-15), 175, 176 (More Than One Way), 177 (#13-28, 31), 178 (#32-38, 40-41), 179 (Using Rates and Proportions, #3), 180 (#4-5, 7), 182, 183 (#7-12), 184 (#13-15, 18, 20), 186 (Checkpoint Quiz 2 #1-10), 192, 193 (Example 2, Quick Check 2), 194 (#6-17, 18b, 19-21), 195 (#23-26, 28), 197, 198 (Example 2, Quick Check 2, #5-6), 199
	TR: Print Resources: 4-1, 4-2, 4-3, 4-4, 4-6, 4-7; Daily Notetaking Guide: 4-1, 4-2, 4-3, 4-4, 4-6, 4-7; Adapted Daily Notetaking Guide: 4-1, 4-2, 4-3, 4-4, 4-6, 4-7
Algebraic Relationships	
1. Understand patterns, relations and functions	
A. Recognize and extend patterns	
<i>Grade 8</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. Create and analyze patterns	
<i>Grade 8</i>	
generalize patterns represented graphically or numerically using words or symbolic rules, including recursive notation	SE/TE: 13 (#34), 129 (#4), 130, 132 (#3), 133 (#5-6, 14-15), 140 (Checkpoint Quiz 2 #8), 255 (#16a), 513 (Example 3, Quick Check 3), 514 (Example 4, Quick Check 4), 515 (#15-23), 516 (#37-38, 39c, 41), 517 (Example 2, #3-6), 526 (#24-25), 541 (Example 2-3, Quick Check 3), 542 (#2b, 5-8), 543 (#16), 547 (Example 3, Quick Check 3), 548 (#10-13), 550 (Example, #1, 3), 552 (#6-9), 553 (#24-25), 554 (#24), 624 (#19-20)
	TR: Print Resources: 3-5, 11-1, 11-6, 11-7; Daily Notetaking Guide: 3-5, 11-1, 11-6, 11-7; Adapted Daily Notetaking Guide: 3-5, 11-1, 11-6, 11-7
C. Classify objects and representations	
<i>Grade 8</i>	
compare and contrast various forms of representations of patterns	SE/TE: 550 (#4)
	TR: Print Resources: 11-7; Daily Notetaking Guide: 11-7; Adapted Daily Notetaking Guide: 11-7
D. Identify and compare functions	
<i>Grade 8</i>	
compare properties of linear functions between or among tables, graphs and equations	SE/TE: 533 (#5-6), 537 (#19), 543 (#15)
	TR: Print Resources: 11-5, 11-6; Daily Notetaking Guide: 11-5, 11-6; Adapted Daily Notetaking Guide: 11-5, 11-6
E. Describe the effects of parameter changes	
<i>Grade 8</i>	
N/A	

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2. Represent and analyze mathematical situations and structures using algebraic symbols	
A. Represent mathematical situations	
<i>Grade 8</i>	
use symbolic algebra to represent and solve problems that involve linear relationships, including recursive relationships	SE/TE: 34 (Example 2), 35 (#3, 28-29), 40 (#31), 262 (Example 2, Quick Check 2), 263 (#17-19), 264 (#30a), 272 (Example 2), 274 (#21, 23-25), 275 (#31-32), 277 (Example 2), 278 (#16), 279, 280 (#3, 4b, 5), 285 (#33), 287 (Checkpoint Quiz 2 #9-10), 297 (#2, 9), 513 (Example 3, Quick Check 3), 515 (#15-17, 24), 516 (#37-38, 41), 524 (Example 3), 525 (#12-13), 540, 541 (Example 2-3, Quick Check 3), 542 (#2b, 3-9), 543 (#11a, 12-16)
	TR: Print Resources: 1-6, 1-7, 2-4, 6-1, 6-3, 6-4, 11-1, 11-3, 11-6; Daily Notetaking Guide: 1-6, 1-7, 2-4, 6-1, 6-3, 6-4, 11-1, 11-3, 11-6; Adapted Daily Notetaking Guide: 1-6, 1-7, 2-4, 6-1, 6-3, 6-4, 11-1, 11-3, 11-6
B. Describe and use mathematical manipulation	
<i>Grade 8</i>	
generate equivalent forms for linear expressions	SE/TE: 28 (Example 4, Quick Check 4), 29 (#21-26), 45 (#30-32), 258 (#12-17), 266, 267 (Example 3, Quick Check 3), 268 (#2, 5-18, 21, 23-27), 269 (#34, 36-37, 39), 270 (Checkpoint Quiz 1 #12-16), 271 (Check Skills You'll Need #2-4), 276 (Check Skills You'll Need #2-4), 295 (#14-16), 297 (#5), 349 (#8), 558 (#1-3, 5, 7-12), 614 (#11-18), 615 (#44)
	TR: Print Resources: 1-5, 6-2; Daily Notetaking Guide: 1-5, 6-2; Adapted Daily Notetaking Guide: 1-5, 6-2
C. Utilize equivalent forms	
<i>Grade 8</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))
D. Utilize systems	
<i>Grade 8</i>	
N/A	
3. Use mathematical models to represent and understand quantitative relationships	
A. Use mathematical models	
<i>Grade 8</i>	
model and solve problems, using multiple representations such as graphs, tables, equations or inequalities	SE/TE: 130, 131 (Example 2), 133 (#5-6, 9, 15), 140 (Checkpoint Quiz 2 #8), 154 (#27-28), 419 (Example 3, Quick Check 3), 421 (#16-18), 426 (#17-18), 432 (Checkpoint Quiz 1 #5-7), 462 (#7), 464 (#4-5), 534-535, 536 (More Than One Way, #5), 537 (#6-9, 18), 538 (#20-21), 539 (Checkpoint Quiz 2 #10), 546, 547 (Example 2, Quick Check 2), 548 (#3-13, 18-19), 549 (#20-21, 27-30), 550 (Example, #1-3), 553 (#26-29), 554 (#25), 620 (#3), 624 (#15-18, 22-25)
	TR: Print Resources: 3-5, 9-2, 11-5, 11-7; Daily Notetaking Guide: 3-5, 9-2, 11-5, 11-7; Adapted Daily Notetaking Guide: 3-5, 9-2, 11-5, 11-7
4. Analyze change in various contexts	
A. Analyze change	
<i>Grade 8</i>	
analyze the nature of changes (including slope and intercepts) in quantities in linear relationships	SE/TE: 533 (#5-6), 537 (#19)
	TR: Print Resources: 11-5; Daily Notetaking Guide: 11-5; Adapted Daily Notetaking Guide: 11-5

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Geometric and Spatial Relationships	
1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	
A. Describe and use geometric relationships	
<i>Grade 8</i>	
describe, classify and generalize relationships between and among types of a) 2-dimensional objects and b) 3- dimensional objects using their defining properties including <ul style="list-style-type: none"> · Pythagorean Theorem · cross-section of a 3- dimensional object results in what 2- dimensional shape 	SE/TE: 122 (Example 2, #5-8), 318-319, 320 (#1-14), 321 (#21), 323 (#3b, 4c), 335 (Checkpoint Quiz 2 #1-3), 347 (#8-10), 348 (#13-14), 354, 355 (Example 1, Quick Check 1, Example 2, Quick Check 2), 356 (#2-3, 5-9, 13), 357 (#18-19), 361 (#16), 365 (Example 2, Quick Check 2), 366 (#7-10), 373 (Checkpoint Quiz 1 #1), 380 (Check Skills You'll Need #1), 388 (Check Skills You'll Need #1), 404 (#2, 4, 6-8, 12-14), 406 (#1-4, 11-12), 616 (#9-12), 617 (#26), 618 (#1-3, 7), 619 (#16)
	TR: Print Resources: 3-3, 7-4, 7-5, 8-1, 8-2, 8-3; Daily Notetaking Guide: 3-3, 7-4, 7-5, 8-1, 8-2, 8-3; Adapted Daily Notetaking Guide: 3-3, 7-4, 7-5, 8-1, 8-2, 8-3
B. Apply geometric relationships	
<i>Grade 8</i>	
apply relationships between corresponding sides and corresponding areas of similar polygons to solve problems	SE/TE: 182, 183 (#7-12), 184 (#13-14, 18, 20), 185 (#2, 5-6, 8), 186 (Checkpoint Quiz 2 #8-9), 187-188, 189 (#3-11), 190 (#12-15, 18-19), 191 (Activity #1-2, Exercises #2, 4), 195 (Activity #3, Exercise #3), 197, 198 (Example 2, Quick Check 2, #5-6), 199, 200 (#17-18, 20, 22), 201 (Example), 203 (#25-28, 34-36), 204 (#17-19, 33-35), 227 (#28), 478 (#31), 610 (#13-17, 23), 611 (#29-31)
	TR: Print Resources: 4-4, 4-5, 4-7; Daily Notetaking Guide: 4-4, 4-5, 4-7; Adapted Daily Notetaking Guide: 4-4, 4-5, 4-7

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C. Compose and decompose shapes	
<i>Grade 8</i>	
N/A	
2. Specify locations and describe spatial relationships using coordinate geometry and other representational systems	
A. Use coordinate systems	
<i>Grade 8</i>	
use coordinate geometry to analyze properties of right triangles and quadrilaterals	SE/TE: 127 (#26, 31)
	TR: Print Resources: 3-4; Daily Notetaking Guide: 3-4; Adapted Daily Notetaking Guide: 3-4
3. Apply transformations and use symmetry to analyze mathematical situations	
A. Use transformations on objects	
<i>Grade 8</i>	
reposition shapes under formal transformations, such as reflection, rotation and translation	SE/TE: 136, 138 (#7-10), 140 (Checkpoint Quiz 2 #6), 142 (Example 2, Quick Check 2), 143 (#14-16), 144 (#22-25), 147, 148 (#8-10, 12), 149 (#14-16, 18-20), 153 (#28-30), 154 (#29-34), 608 (#25-27), 609 (#35-36)
	TR: Print Resources: 3-6, 3-7, 3-8; Daily Notetaking Guide: 3-6, 3-7, 3-8; Adapted Daily Notetaking Guide: 3-6, 3-7, 3-8
B. Use transformations on functions	
<i>Grade 8</i>	
describe the relationship between the scale factor and the area of the image using a dilation (stretching/ shrinking)	SE/TE: 189 (#1), 191 (Exercise #4), 585 (#42)
	TR: Print Resources: 4-5; Daily Notetaking Guide: 4-5; Adapted Daily Notetaking Guide: 4-5

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C. Use symmetry	
<i>Grade 8</i>	
identify the number of rotational symmetries of regular polygons	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 146, 148 (#11-13)
	TR: Print Resources: 4-5; Daily Notetaking Guide: 4-5; Adapted Daily Notetaking Guide: 4-5
4. Use visualization, spatial reasoning and geometric modeling to solve problems	
A. Recognize and draw three-dimensional representations	
<i>Grade 8</i>	
create isometric drawings from a given net	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 358-359, 360 (#5-11), 361 (#12-15, 20), 373 (Checkpoint Quiz 1 #3-4), 404 (#9-11), 406 (#9-10), 579 (#34), 618 (#4-6)
	TR: Print Resources: 8-2; Daily Notetaking Guide: 8-2; Adapted Daily Notetaking Guide: 8-2
B. Draw and use visual models	
<i>Grade 8</i>	
draw or use visual models to represent and solve problems	SE/TE: 18 (#11-25), 24 (Grades), 25 (#3), 28, 53 (Example 2, Quick Check 2), 54 (Example 4), 55 (#15-22, 40), 63 (Example 3), 71, 196, 197 (Example 1), 198 (Example 2, Quick Check 2, #5-6), 199 (#7, 9-15), 200 (#18-22), 218 (Example 1), 219 (Example 2-3), 220 (Example 4), 221 (#5-16), 247, 248 (Example 4, Quick Check 4), 281 (Example 1-2, Exercises #1-5), 282, 283 (Example 1, Quick Check 1), 291 (#13-21), 474 (Example 1)

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	<p>TR: Print Resources: 1-3, 1-4, 1-6, 2-1, 2-3, 2-5, 3-2, 3-3, 3-4, 3-5, 4-3, 4-4, 4-7, 5-3, 5-6, 5-8, 6-5, 6-6, 7-6, 7-7, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8, 8-9, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9, 10-2, 10-3, 10-4, 11-1, 11-2, 11-3, 11-5, 11-7; Daily Notetaking Guide: 1-3, 1-4, 1-6, 2-1, 2-3, 2-5, 3-2, 3-3, 3-4, 3-5, 4-3, 4-4, 4-7, 5-3, 5-6, 5-8, 6-5, 6-6, 7-6, 7-7, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8, 8-9, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9, 10-2, 10-3, 10-4, 11-1, 11-2, 11-3, 11-5, 11-7; Adapted Daily Notetaking Guide: 1-3, 1-4, 1-6, 2-1, 2-3, 2-5, 3-2, 3-3, 3-4, 3-5, 4-3, 4-4, 4-7, 5-3, 5-6, 5-8, 6-5, 6-6, 7-6, 7-7, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8, 8-9, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9, 10-2, 10-3, 10-4, 11-1, 11-2, 11-3, 11-5, 11-7</p>
Measurement	
1. Understand measurable attributes of objects and the units, systems and processes of measurement	
A. Determine unit of measurement	
<i>Grade 8</i>	
N/A	
B. Identify equivalent measures	
<i>Grade 8</i>	
identify the equivalent volume measures within a system of measurement (e.g., m ³ to cm ³)	SE/TE: 384 (#20b, 26)
	TR: Print Resources: 8-6; Daily Notetaking Guide: 8-6; Adapted Daily Notetaking Guide: 8-6
C. Tell and use units of time	
<i>Grade 8</i>	
N/A	
D. Count and compute money	
<i>Grade 8</i>	
N/A	

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2. Apply appropriate techniques, tools and formulas to determine measurements	
A. Use standard or nonstandard measurement	
<i>Grade 8</i>	
N/A	
B. Use angle measurement	
<i>Grade 8</i>	
use tools to determine the measure of reflex angles to the nearest degree	<i>Opportunities to address this standard can be found on the following page:</i> SE/TE: 640
	TR: Print Resources: 9-1; Daily Notetaking Guide: 9-1; Adapted Daily Notetaking Guide: 9-1
C. Apply geometric measurements	
<i>Grade 8</i>	
describe how to solve problems involving surface area and/or volume of a rectangular or triangular prism, or cylinder	SE/TE: 372 (#17a), 384 (#23)
	TR: Print Resources: 8-4, 8-6; Daily Notetaking Guide: 8-4, 8-6; Adapted Daily Notetaking Guide: 8-4, 8-6
D. Analyze precision	
<i>Grade 8</i>	
analyze precision and accuracy in measurement situations and determine number of significant digits	SE/TE: 402
	TR: Print Resources: 8-9; Daily Notetaking Guide: 8-9; Adapted Daily Notetaking Guide: 8-9
E. Use relationships within a measurement system	
<i>Grade 8</i>	
convert square or cubic units to equivalent square or cubic units within the same system of measurement	SE/TE: 384 (#20b, 26)
	TR: Print Resources: 8-6; Daily Notetaking Guide: 8-6; Adapted Daily Notetaking Guide: 8-6

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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 8</i>	
formulate questions, design studies and collect data about a characteristic	<i>Opportunities to address this standard can be found on the following page:</i> SE/TE: 417 (#1-4), 443
	TR: Print Resources: 9-1, 9-7; Daily Notetaking Guide: 9-1, 9-7; Adapted Daily Notetaking Guide: 9-1, 9-7
B. Classify and organize data	
<i>Grade 8</i>	
N/A	
C. Represent and interpret data	
<i>Grade 8</i>	
select, create and use appropriate graphical representation of data (including scatter plots)	SE/TE: 418-419, 420 (#4-10), 421 (#13-18, 20-22), 422 (#23-24), 423, 424, 425 (#2-10), 426 (#13-14, 17-18), 432 (Checkpoint Quiz 1 #5-7), 433-434, 435 (Example 2, #2-6), 436, 437 (#14a, 16-17), 438-439, 440 (#5-9), 441 (#10-12, 14, 17, 20), 442, 444-445, 446 (#2-9), 447 (#13, 15, 18), 449 (Checkpoint Quiz 2 #1-4), 450-451, 452 (#2, 4-6, 8-10), 453 (#11, 13-15, 17), 460
	TR: Print Resources: 9-2, 9-3, 9-5, 9-6, 9-7, 9-8, 9-9; Daily Notetaking Guide: 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9; Adapted Daily Notetaking Guide: 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9

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MISSOURI MATHEMATICS GRADE-LEVEL EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
2. Select and use appropriate statistical methods to analyze data	
A. Describe and analyze data	
<i>Grade 8</i>	
find, use and interpret measures of center, outliers and spread, including range and interquartile range	SE/TE: 412-413, 414 (Example 4, Quick Check 4, #4-5), 415 (#7-16, 18), 416 (#22-23, 26), 417 (Activity #2-6, Exercises #1-4), 418 (Check Skills You'll Need #2-3), 419 (Example 2, Quick Check 2), 420 (#3, 6-7), 421 (#13-15, 22), 432 (Checkpoint Quiz 1 #1-4), 433 (Check Skills You'll Need #2-4), 434, 435 (Example 2, Quick Check 2, #5-6), 436 (#10, 12-13), 437 (#17, 19-20), 438 (Check Skills You'll Need #2-4), 440 (#2, 4, 9), 441 (#10-12, 17), 447 (#16), 462 (#5-6), 463 (#10-11), 464 (#1-2, 6), 465 (#1, 3, 14), 594 (#24), 620 (#1-2, 7)
	TR: Print Resources: 9-1, 9-2, 9-5, 9-6; Daily Notetaking Guide: 9-1, 9-2, 9-5, 9-6; Adapted Daily Notetaking Guide: 9-1, 9-2, 9-5, 9-6
B. Compare data representations	
<i>Grade 8</i>	
compare different representations of the same data and evaluate how well each representation shows important aspects of the data	SE/TE: 428 (Quick Check 1), 429 (Quick Check 2), 430 (#9-10), 431 (#16), 432 (Activity Lab 9-4b #3, Checkpoint Quiz 1 #8), 453 (#14), 463 (#9), 621 (#18)
	TR: Print Resources: 9-4, 9-8; Daily Notetaking Guide: 9-4, 9-8; Adapted Daily Notetaking Guide: 9-4, 9-8
C. Represent data algebraically	
<i>Grade 8</i>	
N/A	
3. Develop and evaluate inferences and predictions that are based on data	
A. Develop and evaluate inferences	
<i>Grade 8</i>	
make conjectures about possible relationships between 2 characteristics of a sample on the basis of scatter plots of the data and approximate lines of fit	SE/TE: 445 (Example 2), 446 (#7-9), 447 (#13c-13d, 15), 449 (Checkpoint Quiz 2 #4), 455 (#5-6)

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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. Analyze basic statistical techniques	
<i>Grade 8</i>	
N/A	
4. Understand and apply basic concepts of probability	
A. Apply basic concepts of probability	
<i>Grade 8</i>	
make conjectures (based on theoretical probability) about the results of experiments	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 475-477, 478 (#21-23, 25-30), 479 (Checkpoint Quiz 1 #5-6), 486 (Check Skills You'll Need #2-5), 504 (#8), 505 (#9), 506 (#13, 20), 622 (#6-8), 623 (#29-30)
	TR: Print Resources: 10-2; Daily Notetaking Guide: 10-2; Adapted Daily Notetaking Guide: 10-2
B. Use and describe compound events	
<i>Grade 8</i>	
N/A	