

Prentice Hall Mathematics, Course 1 © 2008
 Correlated to:
 Nevada Mathematics Process and Content Standards
 (Grade 6)

NEVADA MATHEMATICS STANDARD GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
Process Standard A: Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts in order to:	
For Grades K-12:	
<ul style="list-style-type: none"> · Formulate their own problems · Find solutions to problems from everyday situations · Develop and apply strategies to solve a variety of problems · Integrate mathematical reasoning, communication and connections 	
For Grades 6-8:	
Generalize solutions and apply previous knowledge to new problem solving situations	SE/TE: xxxiv-xli, 68 (#18), 121 (#23), 127 (#27), 132 (#20), 136 (#19), 140 (#27), 142-143, 178 (#23), 197-198, 214 (#26), 219 (#23), 230 (#19), 249 (#21), 263 (#22), 269 (#22), 274 (#24), 284 (#21), 286-287, 294 (#25), 323 (#23), 333 (#37), 343 (#12), 346-347, 396-397
	TR: Print Resources; Daily Notetaking Guide; Adapted Daily Notetaking Guide
	TECH: Calculators; Transparencies; Interactive Textbook Online; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem	SE/TE: 11 (#33-35), 28, 30 (#23), 41 (#37-39), 88, 120 (More Than One Way), 189 (More Than One Way), 234 (More Than One Way), 236 (#26), 268, 322 (More Than One Way), 324 (#32), 369, 428, 478, 480 (#14), 503 (#24), 560, 561 (#15), 574 (More Than One Way)
	TR: Print Resources; Daily Notetaking Guide; Adapted Daily Notetaking Guide
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Apply problem solving strategies until a solution is found or it is clear that no solution exists	SE/TE: xxxiv-xli, 68 (#18), 121 (#23), 127 (#27), 132 (#20), 136 (#19), 140 (#27), 142-143, 178 (#23), 197-198, 214 (#26), 219 (#23), 230 (#19), 249 (#21), 263 (#22), 269 (#22), 274 (#24), 284 (#21), 286-287, 294 (#25), 323 (#23), 333 (#37), 343 (#12), 346-347, 396-397

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Interpret and solve a variety of mathematical problems by paraphrasing	SE/TE: xxxiv-xli, 49 (Rubber Band Ball), 50 (#4a), 91 (Solving Multi-Step Problems), 92 (#4a), 142 (Around the World), 143 (#4a-4b), 284 (#21), 396 (In the Ball Park), 442 (Practice Solving Problems), 443 (#4a-4b), 505 (A Close Vote), 506 (#3a-3b), 538 (Interpreting Time), 595 (Carpentry)
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	TECH: Calculators; Transparencies; Interactive Textbook Online; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Identify necessary and extraneous information	SE/TE: xxxiv-xli, 49 (Rubber Band Ball), 50 (#4a), 91 (Solving Multi-Step Problems), 92 (#4a), 142 (Around the World), 143 (#4a), 284 (#21), 396 (In the Ball Park), 442 (Practice Solving Problems), 443 (#4a), 460 (#17), 505 (A Close Vote), 506 (#3a), 538 (Interpreting Time), 595 (Carpentry)
	TR: Print Resources; Daily Notetaking Guide; Adapted Daily Notetaking Guide
	TECH: Calculators; Transparencies; Interactive Textbook Online; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Check the reasonableness of a solution	SE/TE: xxxii-xli, 33 (Example 3), 39 (Example 2-3), 44 (Example 1), 49 (#3), 91 (#2), 92 (#4c), 142 (#1), 143 (#4d), 168 (#26), 184 (#23), 235 (#22), 244 (#2), 284 (#21), 286 (#3), 346 (#3), 397 (#2, 3b), 400 (#10), 404 (#15), 442 (#3), 496 (#16), 505 (#2), 532 (#22), 584 (#19), 589 (#30)

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	TR: Print Resources: 1-7, 1-8, 1-9; Daily Notetaking Guide: 1-7, 1-8, 1-9; Adapted Daily Notetaking Guide: 1-7, 1-8, 1-9
	TECH: Calculators; Transparencies: 1-7, 1-8, 1-9; Interactive Textbook Online: 1-7, 1-8, 1-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Apply technology as a tool in problem solving situations	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: xxxiv-xli, 68 (#18), 121 (#23), 127 (#27), 132 (#20), 136 (#19), 140 (#27), 142-143, 178 (#23), 197-198, 214 (#26), 219 (#23), 230 (#19), 249 (#21), 263 (#22), 269 (#22), 274 (#24), 284 (#21), 286-287, 294 (#25), 323 (#23), 333 (#37), 343 (#12), 346-347, 396-397
	TR: Print Resources; Daily Notetaking Guide; Adapted Daily Notetaking Guide
	TECH: Calculators; Transparencies; Interactive Textbook Online; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Process Standard B: Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing in order to:	
For Grades K-12:	
<ul style="list-style-type: none"> · Translate information into mathematical language and symbols · Process information mathematically · Present results in written, oral, and visual formats · Discuss and exchange ideas about mathematics as a part of learning · Read a variety of fiction and nonfiction texts to learn about mathematics 	
For Grades 6-8:	
Use formulas, algorithms, inquiry, and other techniques to solve mathematical problems	SE/TE: xxxiv-xli, 12-13, 14 (#3-26), 108-109, 110 (#3-16), 111 (#17-22, 24-27), 124-125, 126 (#3-11), 127 (#12-30, 32-33), 144-145, 146 (#4-17), 158-159, 160 (#3-26), 426-428, 429 (#2-19), 430 (#20-24, 25b, 27, 30), 432-433, 434 (#4-13), 435 (#14-19, 21-27), 439, 441 (#12-23, 25), 442-443, 445, 446 (#2a-2c, 3-17), 447 (#18-29, 31)

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Evaluate written and oral presentations in mathematics	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 606-611
	TR: Print Resources; Daily Notetaking Guide; Adapted Daily Notetaking Guide
	TECH: Calculators; Transparencies; Interactive Textbook Online; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Identify and translate key words and phrases that imply mathematical operations	SE/TE: 118, 120 (#3-6), 121 (#7-15), 122 (#25-26), 129 (Checkpoint Quiz 1 #7-9), 131, 132 (#18-20), 133 (#21, 23), 135 (Example 2, Quick Check 2, #2), 136 (#18-20), 137 (Checkpoint Quiz 2 #9), 139 (Example 2, Quick Check 2), 140 (#17), 141 (#28-29, 37), 142 (Around the World), 143 (#4c, 5-8), 147 (#25), 150 (#12-14), 152 (#14-16), 153 (#5), 241 (Example 3), 242 (#25), 283 (Example 3), 616 (#9-12), 617 (#35, 37-38)
	TR: Print Resources: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5; Daily Notetaking Guide: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5; Adapted Daily Notetaking Guide: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5
	TECH: Calculators; Transparencies: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5; Interactive Textbook Online: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775

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Model and explain mathematical relationships using oral, written, graphic, and algebraic methods	SE/TE: 15 (#29), 21 (Example, #1-6, 7a), 26, 29 (#2-3, 7-9), 31 (Example 1-2, #1-4, 5a), 37 (Example 1-2, #1-5), 46 (#3-6), 113, 115 (#7-14), 117, 175 (Example, #1-7), 219 (#3-12), 221 (Example, #1-8), 224 (#1-2, 5-12), 230 (#6-17), 262 (Example 2), 263 (#6-20), 294 (#8-19), 314 (#7-10), 333 (#37), 429 (#17, 19), 477 (Example 2, Quick Check 2), 479 (#6-8), 481 (Example, #2-4), 536 (#6-11)
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	TECH: Calculators; Transparencies; Interactive Textbook Online; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems	SE/TE: 11 (#36), 14 (#3), 19 (#33), 30 (#28), 37 (#6), 126 (#2), 146 (#18), 191 (#36), 195 (#37), 201 (#35), 206 (#26), 220 (#29), 231 (#26), 243 (#29), 254 (#20), 279 (#24), 309 (#30), 334 (#50), 350 (#21), 435 (#20), 441 (#24), 460 (#12), 562 (#19-21), 590 (#39), 600 (#13)
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Process Standard C: Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas in order to:	
For Grades K-12:	
<ul style="list-style-type: none"> · Reinforce and extend their logical reasoning abilities · Reflect on, clarify, and justify their thinking · Ask questions to extend their thinking · Use patterns and relationships to analyze mathematical situations · Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems 	
For Grades 6-8:	
Recognize and apply deductive and inductive reasoning	SE/TE: 42 (#4, 7e), 108-109, 110 (#2-16), 111 (#17-23), 112, 116 (#31), 122 (#31), 123, 127 (#33), 129 (Checkpoint Quiz 1 #1-3), 150 (#6-8), 152 (#3-6, 27), 153 (#4, 14), 161 (#32, 35), 195 (#35b), 197 (#4), 216 (#5a), 371 (#31), 383 (#29), 437 (#6), 446 (#2d), 537 (#30d), 601 (#3), 616 (#1-4)
	TR: Print Resources; Daily Notetaking Guide; Adapted Daily Notetaking Guide
	TECH: Calculators; Transparencies; Interactive Textbook Online; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Review and refine the assumptions and steps used to derive conclusions in mathematical arguments	SE/TE: 19 (#33), 28 (Choose a Method), 29 (#1), 112 (#4), 126 (#2), 137 (Activity Lab 3-7a #5), 164 (#2), 196 (#2), 231 (#26), 268 (Choose a Method), 318 (#2), 322 (Choose a Method), 330 (#4c), 339 (#29, 34b), 350 (#21), 369 (Choose a Method), 395 (#18), 428 (Choose a Method), 478 (Choose a Method), 479 (#3), 480 (#14), 521 (#3), 536 (#1), 560 (Choose a Method), 561 (#2, 15)
	TR: Print Resources; Daily Notetaking Guide; Adapted Daily Notetaking Guide
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Justify answers and the steps taken to solve problems with and without manipulatives and physical models	SE/TE: 14 (#2-3), 29 (#1), 63 (#2-3), 126 (#2), 137 (#5), 174 (#32), 222, 224 (#1-2, 5-12), 225 (#26), 230 (#6-17), 235 (#22), 242 (#12-23), 262 (Example 2), 263 (#6-20), 269 (#1), 274 (#11-22), 293 (Example 2), 294 (#1, 8-19), 325 (Activity Lab 7-4b #3), 338 (#6-17), 429 (#19), 479 (#3), 536 (#1), 561 (#2), 589 (#4)
	TR: Print Resources; Daily Notetaking Guide; Adapted Daily Notetaking Guide
	TECH: Calculators; Transparencies; Interactive Textbook Online; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Process Standard D: Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole in order to:	
For Grades K-12:	
<ul style="list-style-type: none"> · Link new concepts to prior knowledge · Identify relationships between content strands · Integrate mathematics with other disciplines · Allow the flexibility to approach problems in a variety of ways within and beyond the field of mathematics 	
For Grades 6-8:	
Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 64 (#22), 111 (#21), 165 (#29-31), 169 (#31), 191 (#35), 250 (#25), 264 (#24-27), 270 (#24-27), 275 (#27-29), 295 (#33), 319 (#31), 323 (#26), 377 (#22-23), 382 (#8-10), 383 (#25), 395 (#19-20), 424 (#34), 435 (#19), 437 (#7), 456 (#20), 457 (#4), 466 (#21), 519 (#41), 522 (#25), 533 (#29)
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Use manipulatives and physical models to explain the relationships between concepts and procedures	SE/TE: 60, 113 (Example 1), 129 (Activity Lab 3-5a), 137 (Activity Lab 3-7a), 181, 216, 227, 260, 271, 310, 340 (Activity), 366, 385 (Activity), 431, 448, 457, 461 (Activity Lab 9-10a), 523, 529, 572, 586
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	TECH: Calculators; Transparencies; Interactive Textbook Online; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Use the connections among mathematical topics to develop multiple approaches to problems	SE/TE: 28, 88, 120 (More Than One Way), 189 (More Than One Way), 234 (More Than One Way), 268, 322 (More Than One Way), 369, 428, 478, 560, 574 (More Than One Way)
	TR: Print Resources: 1-6, 2-6, 3-3, 4-7, 5-5, 6-2, 7-4, 8-2, 9-3, 10-1, 11-10, 12-1; Daily Notetaking Guide: 1-6, 2-6, 3-3, 4-7, 5-5, 6-2, 7-4, 8-2, 9-3, 10-1, 11-10, 12-1; Adapted Daily Notetaking Guide: 1-6, 2-6, 3-3, 4-7, 5-5, 6-2, 7-4, 8-2, 9-3, 10-1, 11-10, 12-1
	TECH: Calculators; Transparencies: 1-6, 2-6, 3-3, 4-7, 5-5, 6-2, 7-4, 8-2, 9-3, 10-1, 11-10, 12-1; Interactive Textbook Online: 1-6, 2-6, 3-3, 4-7, 5-5, 6-2, 7-4, 8-2, 9-3, 10-1, 11-10, 12-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science	SE/TE: 10 (#28), 15 (#32), 27 (Example 3), 41 (#36, 41), 71 (Example 3, Quick Check 3), 73 (#14), 80, 111 (#19), 122 (#27), 132 (#19), 133 (#21, 23), 136 (#18), 141 (#29), 163 (Example 2, Quick Check 2), 164 (#28), 165 (#33), 168 (#13), 195 (#35-36), 214 (#25), 220 (#28), 229 (Example 3), 232, 235 (#21, 23), 309 (#31), 323 (#24)
	TR: Print Resources; Daily Notetaking Guide; Adapted Daily Notetaking Guide

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Identify, explain, and apply mathematics in everyday life	SE/TE: 7 (#28), 68 (#12, 17-18), 115 (#20), 120 (More Than One Way), 125 (Example 2), 275 (#30), 277 (Example 2, Quick Check 2), 313, 319 (#32), 320 (Example 1), 323 (#12, 22, 25), 327, 336, 338 (#18, 22-23), 354 (#13-15), 394 (#15), 423 (#14, 24), 427 (Example 1), 428, 429 (#13, 17-18), 430 (#23), 441 (#23-25), 491 (#15, 23, 27), 503 (#22, 25-26), 600 (#5, 18-19)
	TR: Print Resources; Daily Notetaking Guide; Adapted Daily Notetaking Guide
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Content Standard 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.	
At a minimum, students will maintain previous skills and attain the following at Grade 6:	
1.6.1 E/S	
Identify and use place value positions to thousandths.	SE/TE: 4-6, 7 (#26-29), 8 (Check Skills You'll Need #1), 11 (#40-41), 15 (#37-39), 20 (Checkpoint Quiz 1 #1-3), 22, 23 (Example 2, Quick Check 2, Example 3), 24 (#1-25, 34), 25 (#35-44), 27-28, 29 (#1, 4-6, 10-22), 30 (#23-28, 30), 36 (#5-6), 41 (#46), 43 (Checkpoint Quiz 2 #1-5), 47 (#37-38), 52 (#6-9), 53 (#22-25, 30-31), 54 (#1-14), 58 (#1-2), 77 (#16-18), 108 (Check Skills You'll Need #2-3), 612 (#1-8, 21-25), 636
	TR: Print Resources: 1-1, 1-5, 1-6; Daily Notetaking Guide: 1-1, 1-5, 1-6; Adapted Daily Notetaking Guide: 1-1, 1-5, 1-6

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1.6.2 I/S	
Add and subtract fractions with unlike denominators	SE/TE: 221 (Example, #1-8), 222-224, 225 (#23-26, 27b, 28-31), 226 (Checkpoint Quiz 1 #6-9, 11-13), 252 (#16-20), 254 (#13-14, 19), 264 (#35-38), 279 (#27), 620 (#13-16), 621 (#41)
	TR: Print Resources: 5-3; Daily Notetaking Guide: 5-3; Adapted Daily Notetaking Guide: 5-3
	TECH: Calculators; Transparencies: 5-3; Interactive Textbook Online: 5-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Multiply and divide with fractions using models, drawings, and numbers.	SE/TE: 260 (Activity, #1-5), 261, 263 (#2-4, 6-13, 22), 264 (#25-27), 272 (Check Skills You'll Need #3-5), 273 (Example 2, Quick Check 2-3), 274 (#2, 5, 15-23, 25), 275 (#27-29, 31-33), 276 (Check Skills You'll Need #3-5), 282 (Check Skills You'll Need #2-5), 292 (Check Skills You'll Need #3-4), 298 (#5-7, 16-18), 300 (#6, 12), 304 (#13-16), 309 (#37-40), 324 (#39), 357 (#1), 474 (#9-12), 500 (Check Skills You'll Need #2-5), 622 (#1-3, 10-11)
	TR: Print Resources: 6-1, 6-3; Daily Notetaking Guide: 6-1, 6-3; Adapted Daily Notetaking Guide: 6-1, 6-3
	TECH: Calculators; Transparencies: 6-1, 6-3; Interactive Textbook Online: 6-1, 6-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Use models to translate among fractions, decimals, and percents.	SE/TE: 333 (#37)
	TR: Print Resources: 7-6; Daily Notetaking Guide: 7-6; Adapted Daily Notetaking Guide: 7-6

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1.6.3 I/S	
Read, write, compare, and order groups of fractions, groups of decimals, and groups of percents.	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), 362 (Check Skills You'll Need #2-4), 514 (#11-16), 520 (Check Skills You'll Need #2-4)
	TR: Print Resources: 1-6, 4-8; Daily Notetaking Guide: 1-6, 4-8; Adapted Daily Notetaking Guide: 1-6, 4-8
	TECH: Calculators; Transparencies: 1-6, 4-8; Interactive Textbook Online: 1-6, 4-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
1.6.5 E/S	
Identify equivalent expressions between and among 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; Daily Notetaking Guide: 4-9, 7-6; Adapted Daily Notetaking Guide: 4-9, 7-6
	TECH: Calculators; Transparencies: 4-9, 7-6; Interactive Textbook Online: 4-9, 7-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775

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1.6.6 E/S	
Estimate using fractions, decimals, and percents.	SE/TE: 32, 33 (Example 2, Quick Check 2, Example 3), 34 (#5-26), 35 (#34), 53 (#32-37), 54 (#17-18, 20-21), 106 (#5-10), 213, 214 (#13-26), 215 (#27, 30a, 32), 226 (Checkpoint Quiz 1 #1-4), 228 (Example 1), 231 (#21-22), 252 (#3-11), 254 (#1-3, 5-7), 348-349, 350 (#1, 7-18, 20a-20c), 351 (#22-24, 26-29), 355 (#31-33), 356 (#37-40), 357 (#14), 441 (#19-22), 622 (#13-16), 624 (#34-37), 625 (#46)
	TR: Print Resources: 1-7, 5-1, 5-4, 7-9; Daily Notetaking Guide: 1-7, 5-1, 5-4, 7-9; Adapted Daily Notetaking Guide: 1-7, 5-1, 5-4, 7-9
	TECH: Calculators; Transparencies: 1-7, 5-1, 5-4, 7-9; Interactive Textbook Online: 1-7, 5-1, 5-4, 7-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Use estimation strategies in mathematical and practical situations.	SE/TE: 32, 33 (Example 2, Quick Check 2, Example 3), 34 (#5-26), 35 (#34), 53 (#32-37), 54 (#16-22), 106 (#5-10), 213, 214 (#13-26), 215 (#27, 30a, 32), 226 (Checkpoint Quiz 1 #1-4), 228 (Example 1), 231 (#21-22), 252 (#3-11), 254 (#1-3, 5-7), 348-349, 350 (#1, 7-18, 20a-20c), 351 (#22-24, 26-29), 355 (#31-33), 356 (#37-40), 357 (#14), 441 (#19-22), 622 (#13-16), 624 (#34-37), 625 (#46)
	TR: Print Resources: 1-2, 1-7, 1-8, 5-1, 5-4, 5-7, 7-9, 9-5, 9-6; Daily Notetaking Guide: 1-2, 1-7, 1-8, 5-1, 5-4, 5-7, 7-9, 9-5, 9-6; Adapted Daily Notetaking Guide: 1-2, 1-7, 1-8, 5-1, 5-4, 5-7, 7-9, 9-5, 9-6
	TECH: Calculators; Transparencies: 1-2, 1-7, 1-8, 5-1, 5-4, 5-7, 7-9, 9-5, 9-6; Interactive Textbook Online: 1-2, 1-7, 1-8, 5-1, 5-4, 5-7, 7-9, 9-5, 9-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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NEVADA MATHEMATICS STANDARD GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
1.6.7 I/S	
Calculate using fractions, decimals, and percents in mathematical and practical situations.	SE/TE: 32, 33 (Example 3, Quick Check 3), 34 (#1-4, 8-13, 18-28), 35 (#29-33, 36-37), 38-39, 40 (#10-35), 41 (#36-41, 43, 47-49), 43 (Checkpoint Quiz 2 #6-10), 44-45, 46 (#3-22, 23a), 47 (#24-32, 34), 53 (#32-45), 54 (#32-41), 222-224, 225 (#23-26, 27b, 28-31), 226 (Checkpoint Quiz 1 #5-13), 336-338, 339 (#24-33, 34a, 35), 355 (#28), 356 (#32-35), 612 (#26-33), 613 (#44-46), 620 (#9-24), 621 (#40-43), 624 (#28-31)
	TR: Print Resources: 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4, 7-7, 7-8, 7-9; Daily Notetaking Guide: 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4, 7-7, 7-8, 7-9; Adapted Daily Notetaking Guide: 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4, 7-7, 7-8, 7-9
	TECH: Calculators; Transparencies: 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4, 7-7, 7-8, 7-9; Interactive Textbook Online: 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4, 7-7, 7-8, 7-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Use order of operations to evaluate expressions with integers.	SE/TE: 16-17, 18 (#9-25, 27), 19 (#30-33), 20 (Checkpoint Quiz 1 #10-12), 30 (#32-33), 53 (#19-21), 54 (#28-31), 106 (#1-4), 136 (#24-27), 153 (#6), 161 (#38-41), 163 (Example 3, Quick Check 3), 164 (#21-26), 165 (#30-31, 34), 169 (#37-38), 170 (Checkpoint Quiz 1 #5, 7), 204 (#8-9), 206 (#19-22), 411 (#8), 444 (Check Skills You'll Need #3-5), 601 (#6), 602 (#30, 32), 612 (#17-20), 613 (#41), 618 (#7-8, 10)
	TR: Print Resources: 1-4, 4-2; Daily Notetaking Guide: 1-4, 4-2; Adapted Daily Notetaking Guide: 1-4, 4-2

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	TECH: Calculators; Transparencies: 1-4, 4-2; Interactive Textbook Online: 1-4, 4-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
1.6.8 I/S	
Use the concepts of number theory, including prime and composite numbers, factors, multiples, and the rules of divisibility to solve problems.	SE/TE: 158-160, 161 (#27-31, 32b, 33-35), 166-167, 168 (#2-3, 5-26), 169 (#27-34, 36), 170 (Checkpoint Quiz 1 #1-3, 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), 204 (#4-7, 10-13), 205 (#14-17, 26-27), 206 (#1-15, 23, 26-29), 210 (#11-13), 225 (#34-37), 258 (#7-12), 275 (#36-39), 618 (#1-6, 11-22, 35-40), 619 (#59, 61-62, 65)
	TR: Print Resources: 4-1, 4-3, 4-4, 4-7; Daily Notetaking Guide: 4-1, 4-3, 4-4, 4-7; Adapted Daily Notetaking Guide: 4-1, 4-3, 4-4, 4-7
	TECH: Calculators; Transparencies: 4-1, 4-3, 4-4, 4-7; Interactive Textbook Online: 4-1, 4-3, 4-4, 4-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Content Standard 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.	
At a minimum, students will maintain previous skills and attain the following at Grade 6:	
2.6.1 E/S	
Use and create tables and charts to extend a pattern in order to describe a rule for input/output tables and to find missing terms in a sequence.	SE/TE: 108, 110 (#16), 111 (#17), 112 (#3-4, 6-7), 119 (Example 3, Quick Check 3), 121 (#17-22), 122 (#28a), 123, 133 (#31), 141 (#39), 165 (#32, 38), 243 (#34), 562 (#16-17), 576 (#29-30), 594 (#21)
	TR: Print Resources: 3-1, 3-3; Daily Notetaking Guide: 3-1, 3-3; Adapted Daily Notetaking Guide: 3-1, 3-3

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	TECH: Calculators; Transparencies: 3-1, 3-3; Interactive Textbook Online: 3-1, 3-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
2.6.2 I/S	
Evaluate formulas and algebraic expressions using whole number values.	SE/TE: 114, 115 (#3-6, 15-17, 20-24), 116 (#25-28), 118 (Check Skills You'll Need #2-5), 129 (Checkpoint Quiz 1 #4-6), 150 (#9-11), 152 (#7-9), 153 (#8), 165 (#29-31), 427 (Example 1, Quick Check 1-2), 429 (#2-18), 430 (#20-24, 25b), 432, 434 (#4-6), 435 (#14), 436 (Checkpoint Quiz 1 #9-11), 459 (Example 2, Quick Check 2, #3-7), 460 (#8-11, 14, 16, 18-21), 468 (#7, 9), 469 (#18-19), 470 (#11, 19, 23), 486 (#30), 497 (#26-27), 503 (#28-29), 558 (Check Skills You'll Need #2-5)
	TR: Print Resources: 3-2, 9-3, 9-4, 9-5, 9-6, 9-8, 9-9, 9-10; Daily Notetaking Guide: 3-2, 9-3, 9-4, 9-5, 9-6, 9-8, 9-9, 9-10; Adapted Daily Notetaking Guide: 3-2, 9-3, 9-4, 9-5, 9-6, 9-8, 9-9, 9-10
	TECH: Calculators; Transparencies: 3-2, 9-3, 9-4, 9-5, 9-6, 9-8, 9-9, 9-10; Interactive Textbook Online: 3-2, 9-3, 9-4, 9-5, 9-6, 9-8, 9-9, 9-10; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Solve and graphically represent equations and simple inequalities in one variable.	SE/TE: 130-131, 132 (#3-20), 133 (#21, 22b, 23-30), 134, 135 (Example 2, Quick Check 2, #2-5), 136 (#6-23), 137, 138-139, 140 (#6-27), 141 (#28-36, 38), 142 (Around the World, #3), 143 (#4c, 5-8), 151 (#18-32), 152 (#12-13, 22-26), 284 (#5-22), 285 (#23-29), 514 (#1-10), 572-573, 574 (More Than One Way, #4-5), 575 (#6-24), 576 (#27-28, 31), 582, 583 (Example 3, Quick Check 3, #5-17), 584 (#18-19, 22), 585 (Checkpoint Quiz 1 #1-6)

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	TR: Print Resources: 3-5, 3-6, 3-7, 5-6, 6-5, 11-7, 12-1, 12-3; Daily Notetaking Guide: 3-5, 3-6, 3-7, 5-6, 6-5, 11-7, 12-1, 12-3; Adapted Daily Notetaking Guide: 3-5, 3-6, 3-7, 5-6, 6-5, 11-7, 12-1, 12-3
	TECH: Calculators; Transparencies: 3-5, 3-6, 3-7, 5-6, 6-5, 11-7, 12-1, 12-3; Interactive Textbook Online: 3-5, 3-6, 3-7, 5-6, 6-5, 11-7, 12-1, 12-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
2.6.3 I/L	
Write simple expressions and equations using variables to represent mathematical situations.	SE/TE: xli, 118-119, 120 (More Than One Way, #2-6), 121, 122 (#25-30), 123, 127 (#31), 129 (Checkpoint Quiz 1 #7-9), 131, 132 (#18-20), 133 (#21, 23, 31), 135 (Example 2, Quick Check 2), 136 (#18-20), 137 (Checkpoint Quiz #9), 139 (Example 2, Quick Check 2), 140 (#17), 141 (#28-29, 37, 39), 142 (Around the World), 143 (#4c, 5-8), 241 (Example 3), 242 (#24-25), 283 (Example 3), 284 (#20), 285 (#26-28), 617 (#35, 37-38)
	TR: Print Resources: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5, 11-7; Daily Notetaking Guide: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5, 11-7; Adapted Daily Notetaking Guide: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5, 11-7
	TECH: Calculators; Transparencies: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5, 11-7; Interactive Textbook Online: 3-3, 3-5, 3-6, 3-7, 5-6, 6-5, 11-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
2.6.4 I/S	
When given a rule relating two variables, create a table and represent the ordered pairs on a coordinate plane.	SE/TE: 558-560, 561 (#4-13, 15), 562 (#16-17, 22), 565 (#39-41), 566 (#27), 633 (#44)
	TR: Print Resources: 11-10; Daily Notetaking Guide: 11-10; Adapted Daily Notetaking Guide: 11-10

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	TECH: Calculators; Transparencies: 11-10; Interactive Textbook Online: 11-10; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Content Standard 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.	
At a minimum, students will maintain previous skills and attain the following at Grade 6:	
3.6.1 E/S	
Estimate and compare corresponding units of measure for temperature, length, and weight/mass between customary and metric systems.	SE/TE: 294 (#25), 295 (#28-29), 300 (#28-29), 418 (#27), 419 (#31, 35)
	TR: Print Resources: 6-7, 9-1; Daily Notetaking Guide: 6-7, 9-1; Adapted Daily Notetaking Guide: 6-7, 9-1
	TECH: Calculators; Transparencies: 6-7, 9-1; Interactive Textbook Online: 6-7, 9-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
3.6.2 E/S	
Given two measurements of the same object, select the one that is more precise.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 292-295, 421-424
	TR: Print Resources: 6-7, 9-2; Daily Notetaking Guide: 6-7, 9-2; Adapted Daily Notetaking Guide: 6-7, 9-2
	TECH: Calculators; Transparencies: 6-7, 9-2; Interactive Textbook Online: 6-7, 9-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Explain how the size of the unit of measure used affects precision.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 292-295, 421-424
	TR: Print Resources: 6-7, 9-2; Daily Notetaking Guide: 6-7, 9-2; Adapted Daily Notetaking Guide: 6-7, 9-2

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	TECH: Calculators; Transparencies: 6-7, 9-2; Interactive Textbook Online: 6-7, 9-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
3.6.3 E/S	
Select, model, and apply formulas to find the perimeter, circumference, and area of plane figures.	SE/TE: 426-427, 429 (#2-18), 430 (#20-24, 25a-25b), 431 (#4, 6, 10), 432-433, 434 (#4-13), 435 (#14-17, 22), 436 (Checkpoint Quiz 1 #9-13), 439 (Example 3, Quick Check 3), 440 (Example 4, Quick Check 4, #11), 441 (#12-17, 23, 25), 444-445, 446 (#1, 2a-2c, 3-17), 447 (#18-28), 453 (Check Skills You'll Need #2-3), 456 (#23), 458 (Check Skills You'll Need #2-3), 460 (#18-21), 461 (Checkpoint Quiz 2 #1, Activity Lab 9-10a #2), 462 (Check Skills You'll Need #2-3), 466 (#26), 468 (#7-9), 469 (#13-14), 470 (#11-15, 17-19), 628 (#11-18)
	TR: Print Resources: 9-3, 9-4, 9-5, 9-6; Daily Notetaking Guide: 9-3, 9-4, 9-5, 9-6; Adapted Daily Notetaking Guide: 9-3, 9-4, 9-5, 9-6
	TECH: Calculators; Transparencies: 9-3, 9-4, 9-5, 9-6; Interactive Textbook Online: 9-3, 9-4, 9-5, 9-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
3.6.4 E/S	
Compare and use unit cost in practical situations.	SE/TE: 313 (Example 2, Quick Check 2), 314 (#3-6, 11-13), 354 (#15), 356 (#10), 411 (#12b), 624 (#6-7)
	TR: Print Resources: 7-2; Daily Notetaking Guide: 7-2; Adapted Daily Notetaking Guide: 7-2
	TECH: Calculators; Transparencies: 7-2; Interactive Textbook Online: 7-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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NEVADA MATHEMATICS STANDARD GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
3.6.5 I/S	
Write and apply ratios in mathematical and practical problems involving measurement and monetary conversions.	<p><i>Opportunities to address this standard can be found on the following pages:</i></p> <p>SE/TE: 292, 293 (Example 2, Quick Check 2), 294 (#5-20, 25-26), 295 (#27-29, 31-32, 34, 37), 297 (#2-3), 299 (#38-41), 300 (#22-23, 26-29), 309 (#36), 365 (#27), 414 (#6-8), 421-422, 423 (#1, 6-25), 424 (#26-33, 35-36, 39), 429 (#19), 430 (#29), 436 (Checkpoint Quiz 1 #3-8), 468 (#4-6), 470 (#6-10), 527 (#34), 567 (#2, 12), 622 (#35-42), 623 (#50-51), 628 (#4-7), 629 (#25)</p>
	TR: Print Resources: 6-7, 9-2; Daily Notetaking Guide: 6-7, 9-2; Adapted Daily Notetaking Guide: 6-7, 9-2
	TECH: Calculators; Transparencies: 6-7, 9-2; Interactive Textbook Online: 6-7, 9-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
3.6.6 E/S	
Use equivalent periods of time to solve practical problems.	<p>SE/TE: 15 (#36), 179 (#32), 246, 247 (Example 3), 248 (Example 4, Quick Check 4, #4-5), 249 (#6-9, 14-21), 250 (#27-29), 253 (#36), 254 (#28-30), 291 (#27-28), 319 (#35), 351 (#33-36), 435 (#24), 562 (#25), 620 (#33-38), 621 (#46), 647</p>
	TR: Print Resources: 5-7; Daily Notetaking Guide: 5-7; Adapted Daily Notetaking Guide: 5-7
	TECH: Calculators; Transparencies: 5-7; Interactive Textbook Online: 5-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775

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Content Standard 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.	
At a minimum, students will maintain previous skills and attain the following at Grade 6:	
4.6.1 E/S	
Measure angles using a protractor.	SE/TE: 367, 369, 370 (#3-8), 371 (#21-24), 377 (#27), 410 (#2-5), 503 (#27), 542 (#24), 626 (#4-8)
	TR: Print Resources: 8-2; Daily Notetaking Guide: 8-2; Adapted Daily Notetaking Guide: 8-2
	TECH: Calculators; Transparencies: 8-2; Interactive Textbook Online: 8-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Identify, classify, compare and draw regular and irregular quadrilaterals.	SE/TE: 387, 388 (Example 3, Quick Check 3), 389 (#10-12, 16), 390 (#17-21, 23), 391 (Checkpoint Quiz 2 #11-13), 409 (#12-14), 410 (#16), 627 (#29)
	TR: Print Resources: 8-5; Daily Notetaking Guide: 8-5; Adapted Daily Notetaking Guide: 8-5
	TECH: Calculators; Transparencies: 8-5; Interactive Textbook Online: 8-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Identify, draw, and use central angles to represent fractions of a circle.	SE/TE: 340, 342 (Example 3, Quick Check 3), 343 (#8-17), 345 (#4, 6, 8), 355 (#30), 625 (#45)
	TR: Print Resources: 7-8; Daily Notetaking Guide: 7-8; Adapted Daily Notetaking Guide: 7-8
	TECH: Calculators; Transparencies: 7-8; Interactive Textbook Online: 7-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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NEVADA MATHEMATICS STANDARD GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
4.6.2 I/S	
Determine actual measurements represented on scale drawings.	SE/TE: 327 (Example 2, Quick Check 2), 328 (#2, 7-10), 329 (#22), 335 (Checkpoint Quiz 2 #7-9), 356 (#19-21), 358 (#1c), 567 (#14), 603 (#41), 624 (#18-21)
	TR: Print Resources: 7-5; Daily Notetaking Guide: 7-5; Adapted Daily Notetaking Guide: 7-5
	TECH: Calculators; Transparencies: 7-5; Interactive Textbook Online: 7-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Convert actual measurements to scale.	SE/TE: 327 (Example 3, Quick Check 3), 328 (#11-15), 329 (#16-20, 22), 355 (#21-23), 358 (#2c, 3), 430 (#30), 491 (#27), 609 (Planet of the Stars), 625 (#42)
	TR: Print Resources: 7-5; Daily Notetaking Guide: 7-5; Adapted Daily Notetaking Guide: 7-5
	TECH: Calculators; Transparencies: 7-5; Interactive Textbook Online: 7-5; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
4.6.3 I/S	
Using a coordinate plane, identify and locate points.	SE/TE: 548, 549 (Example 2, Quick Check 2, Example 3a, Quick Check 3b), 550 (#4-17, 19-20), 551 (#32), 552 (Checkpoint Quiz 2 #11-15), 553, 557 (#23), 559-560, 561 (#7-13), 562 (#22-23), 565 (#33-36, 39-41), 566 (#23-24, 27), 581 (#21), 590 (#41), 601 (#10), 632 (#25-28, 33-34), 633 (#42, 44)
	TR: Print Resources: 11-8, 11-10; Daily Notetaking Guide: 11-8, 11-10; Adapted Daily Notetaking Guide: 11-8, 11-10
	TECH: Calculators; Transparencies: 11-8, 11-10; Interactive Textbook Online: 11-8, 11-10; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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NEVADA MATHEMATICS STANDARD GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
Graph coordinates representing geometric shapes in all four quadrants on a coordinate plane.	SE/TE: 553 (#1-3)
	TR: Print Resources: 11-8; Daily Notetaking Guide: 11-8; Adapted Daily Notetaking Guide: 11-8
	TECH: Calculators; Transparencies: 11-8; Interactive Textbook Online: 11-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
4.6.4 I/L	
Make a model of a three-dimensional prism from a two-dimensional drawing.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 448, 457 (Activity #1-2, 6)
	TR: Print Resources: 9-7, 9-9; Daily Notetaking Guide: 9-7, 9-9; Adapted Daily Notetaking Guide: 9-7, 9-9
	TECH: Calculators; Transparencies: 9-7, 9-9; Interactive Textbook Online: 9-7, 9-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Make a two-dimensional drawing of a three-dimensional prism.	SE/TE: 452 (#19-21), 453, 454 (Example 2), 455 (#4-6, 14)
	TR: Print Resources: 9-7, 9-8; Daily Notetaking Guide: 9-7, 9-8; Adapted Daily Notetaking Guide: 9-7, 9-8
	TECH: Calculators; Transparencies: 9-7, 9-8; Interactive Textbook Online: 9-7, 9-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
4.6.5 I/L	
Model slope (pitch, angle of inclination) using concrete objects and practical examples.	SE/TE: Not addressed in this text.
	TR: Not addressed in this text.
	TECH: Not addressed in this text.

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NEVADA MATHEMATICS STANDARD GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
4.6.6 I/S	
Draw, identify, and find measures of complementary and supplementary angles using arithmetic and geometric methods.	SE/TE: 374, 375 (Example 2, Quick Check 2), 376 (#4-17), 377 (#24, 26), 379 (Checkpoint Quiz 1 #9-10), 410 (#6-7), 411 (#9), 419 (#41-44), 542 (#25-28), 626 (#9-13), 627 (#27)
	TR: Print Resources: 8-3; Daily Notetaking Guide: 8-3; Adapted Daily Notetaking Guide: 8-3
	TECH: Calculators; Transparencies: 8-3; Interactive Textbook Online: 8-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
4.6.7 I/L	
Determine the measure of missing angles of triangles based on the Triangle Sum Theorem.	SE/TE: 381 (Example 2, Quick Check 2), 382 (#8-10), 383 (#28), 576 (#32)
	TR: Print Resources: 8-4; Daily Notetaking Guide: 8-4; Adapted Daily Notetaking Guide: 8-4
	TECH: Calculators; Transparencies: 8-4; Interactive Textbook Online: 8-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
4.6.8 W/L	
Construct circles, angles, and triangles based on given measurements using a variety of methods and tools including compass, straight edge, paper folding, and technology.	SE/TE: 373 (#2)
	TR: Print Resources: 8-2; Daily Notetaking Guide: 8-2; Adapted Daily Notetaking Guide: 8-2
	TECH: Calculators; Transparencies: 8-2; Interactive Textbook Online: 8-2; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
4.6.9 I/L	
Identify counterexamples to disprove a conditional statement.	SE/TE: Not addressed in this text.
	TR: Not addressed in this text.
	TECH: Not addressed in this text.

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NEVADA MATHEMATICS STANDARD GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
Content Standard 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.	
At a minimum, students will maintain previous skills and attain the following at Grade 6:	
5.6.1 I/S	
Pose questions that guide the collection of data.	SE/TE: 97 (#2), 202 (#7), 606 (On Your Own Time)
	TR: Print Resources: 2-7, 4-9; Daily Notetaking Guide: 8-2; Adapted Daily Notetaking Guide: 2-7, 4-9
	TECH: Calculators; Transparencies: 2-7, 4-9; Interactive Textbook Online: 2-7, 4-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Organize and represent data using a variety of graphical representations including circle graphs and scatter plots.	SE/TE: 70, 71 (Example 2, Quick Check 2), 72 (#2-3, 6-9), 73 (#14a, 18a), 76 (#4-7, 9), 77 (#11-13), 78, 79 (Example, #3-4), 84, 85 (Checkpoint Quiz 1 #5, 8-9), 87-88, 89 (#9-11), 90 (#12, 13a, 14-16), 96 (#11-12, 17), 97 (#2), 98 (Checkpoint Quiz 2 #1), 100 (#8-9), 101 (#10-11, 16), 102 (#3-4, 7), 340, 342 (Example 3, Quick Check 3), 343 (#8-17), 345 (#4, 6, 8), 355 (#30), 625 (#45)
	TR: Print Resources: 2-3, 2-4, 2-5, 2-6, 2-7, 7-8; Daily Notetaking Guide: 2-3, 2-4, 2-5, 2-6, 2-7, 7-8; Adapted Daily Notetaking Guide: 2-3, 2-4, 2-5, 2-6, 2-7, 7-8
	TECH: Calculators; Transparencies: 2-3, 2-4, 2-5, 2-6, 2-7, 7-8; Interactive Textbook Online: 2-3, 2-4, 2-5, 2-6, 2-7, 7-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775

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NEVADA MATHEMATICS STANDARD GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
5.6.2 I/S	
Select and apply the measures of central tendency to describe data.	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 (Check Skills You'll Need #2-3), 73 (#14b, 16, 21), 77 (#15), 83 (#29-30), 85 (Checkpoint Quiz 1 #1), 86 (Check Skills You'll Need #2-4), 90 (#14-15, 18), 93 (Check Skills You'll Need #2-4), 95 (#8), 96 (#15), 98 (Checkpoint Quiz 2 #2), 99 (Example 2), 100 (#6-7), 102 (#1-2, 8, 12, 16), 103 (#1-2), 365 (#29-30), 441 (#28-29), 614 (#1-6), 615 (#16-17)
	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
	TECH: Calculators; Transparencies: 2-1, 2-2, 2-3, 2-6, 2-7; Interactive Textbook Online: 2-1, 2-2, 2-3, 2-6, 2-7; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
5.6.3 I/S	
Analyze the effect a change of graph type has on the interpretation of a set of data.	SE/TE: 72 (#5), 90 (#13b), 101 (#12)
	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
	TECH: Calculators; Transparencies: 2-3, 2-4, 2-6; Interactive Textbook Online: 2-3, 2-4, 2-6; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com: web code aqe-0775
Interpret data and make predictions using circle graphs and scatter plots.	SE/TE: 341, 342 (#2), 343 (#4-7, 12), 344 (#19), 345 (#7-8), 356 (#36), 383 (#31-32), 456 (#25), 624 (#32-33)
	TR: Print Resources: 7-8; Daily Notetaking Guide: 7-8; Adapted Daily Notetaking Guide: 7-8

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	TECH: Calculators; Transparencies: 7-8; Interactive Textbook Online: 7-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
5.6.4 E/S	
Find the number of outcomes for a specific event by constructing sample spaces and tree diagrams.	SE/TE: 476-478, 479 (#2, 4-11), 480 (#12a, 14-16), 487 (Checkpoint Quiz 1 #1-3, 13), 508 (#5), 510 (#1), 630 (#1-2)
	TR: Print Resources: 10-1; Daily Notetaking Guide: 10-1; Adapted Daily Notetaking Guide: 10-1
	TECH: Calculators; Transparencies: 10-1; Interactive Textbook Online: 10-1; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
5.6.5 I/S	
Find experimental probability using concrete materials.	SE/TE: 491 (#17-22), 492 (#3)
	TR: Print Resources: 10-3; Daily Notetaking Guide: 10-3; Adapted Daily Notetaking Guide: 10-3
	TECH: Calculators; Transparencies: 10-3; Interactive Textbook Online: 10-3; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Represent the results of simple probability experiments as fractions, decimals, percents, and ratios to make predictions about future events.	<i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 494, 495 (#3), 496 (#5-11), 497 (#23), 630 (#9-14)
	TR: Print Resources: 10-4; Daily Notetaking Guide: 10-4; Adapted Daily Notetaking Guide: 10-4
	TECH: Calculators; Transparencies: 10-4; Interactive Textbook Online: 10-4; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775

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5.6.6 I/S	
Analyze various representations of a set of data to draw conclusions and make predictions.	SE/TE: 71 (Example 2, Quick Check 2), 72 (#4, 6-9), 73 (#14b, 16, 18b, 20), 74, 75 (Example 2, Quick Check 2), 76 (#4, 9), 77 (#14), 83 (#26), 85 (Checkpoint Quiz 1 #1-4, 7), 86, 88, 89 (#3, 7-8), 90 (#14-15, 17), 92 (#4-5, 8), 98 (Checkpoint Quiz 2 #2-5), 99, 341, 342 (#2), 343 (#4-7, 12), 344 (#19), 356 (#35-36), 383 (#31-32), 405 (#26), 507, 555 (Example 2, Quick Check 2)
	TR: Print Resources: 2-3, 2-4, 2-5, 2-6, 2-7, 7-8, 11-9; Daily Notetaking Guide: 2-3, 2-4, 2-5, 2-6, 2-7, 7-8, 11-9; Adapted Daily Notetaking Guide: 2-3, 2-4, 2-5, 2-6, 2-7, 7-8, 11-9
	TECH: Calculators; Transparencies: 2-3, 2-4, 2-5, 2-6, 2-7, 7-8, 11-9; Interactive Textbook Online: 2-3, 2-4, 2-5, 2-6, 2-7, 7-8, 11-9; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775
Describe the limitations of various graphical representations.	SE/TE: 72 (#5), 73 (#18b), 89 (#5), 90 (#13b), 344 (#18a)
	TR: Print Resources: 2-3, 2-6, 7-8; Daily Notetaking Guide: 2-3, 2-6, 7-8; Adapted Daily Notetaking Guide: 2-3, 2-6, 7-8
	TECH: Calculators; Transparencies: 2-3, 2-6, 7-8; Interactive Textbook Online: 2-3, 2-6, 7-8; Student Express CD-ROM; Teacher Express CD-ROM; PHSchool.com:web code aqe-0775