

A Correlation of

SCOTT FORESMAN ■ ADDISON WESLEY

Mathematics

to the

**Alaska
Mathematics Performance
Standards
Grades K-6**



S/M-130

Introduction

This document demonstrates the high degree of success students will achieve when using **Scott Foresman – Addison Wesley Mathematics** in meeting the objectives of the Alaska Mathematics Performance Standards. Correlation page references are to the Teacher’s Edition, which contains facsimile Student Edition pages.

Scott Foresman – Addison Wesley Mathematics was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

● Reaching All Learners

Scott Foresman – Addison Wesley Mathematics addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students’ abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

● Test Prep

Scott Foresman - Addison Wesley Mathematics builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It provides practice for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

● Priority on problem solving:

Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

● Instructional Support

In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter.

Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.

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**Scott Foresman – Addison Wesley Mathematics
to the
Alaska Mathematics Performance Standards**

Kindergarten

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
<p>MATHEMATICS STANDARD A1: NUMERATION</p> <p><i>Between <u>ages 5-7</u>, students:</i></p>	
<p>A1.1.1 Read, write, order, count, and model one-to-one with whole numbers to100.</p>	<p>53A-53B, 53-54, 55A-55B, 55-56, 57A-57B, 57-58, 59A-59B, 59-60, 69A-69B, 69-70, 77A-77B, 77-78, 79A-79B, 79-80, 81A-81B, 81-82, 83A-83B, 83-84, 85A-85B, 85-86, 93A-93B, 93-94, 103A-103B, 103-104, 105A-105B, 105-106, 107A-107B, 107-108, 109A-109B, 109-110, 111A-111B, 111-112, 215A-215B, 215-216, 289A-289B, 289-290</p>
<p>A1.1.2 Use, model, and identify place value positions of 1’s, 10’s, and 100’s.</p>	<p>Preparation: 105A-105B, 105-106, 107A-107B, 107-108, 109A-109B, 109-110, 111A-111B, 111-112, 117A-117B, 117-118, 289A-289B, 289-290</p>
<p>A1.1.3 Model and explain the processes of addition and subtraction, describing the relationship between the operations.</p>	<p>225A-225B, 225-226, 227A-227B, 227-228, 229A-229B, 229-230, 231A-231B, 231-232, 235A-235B, 235-236, 237A-237B, 237-238, 245A-245B, 245-246, 247A-247B, 247-248, 265A-265B, 265-266, 267A-267B, 267-268, 269A-269B, 269-270</p>
<p>A1.1.4 Select and use various representations of ordinal and cardinal numbers.</p>	<p>69A-69B, 69-70, 93A-93B, 93-94</p>
<p>A1.1.5 Identify, model, and label simple fractions, describing and defining them as equal parts of a whole, a region, or a set.</p>	<p>213A-213B, 213-214, 215A-215B, 215-216</p>

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A1.1.6 Identify, describe, and extend patterns inherent in the number system. Skip count by 2’s, 5’s, and 10’s. Add and subtract by 10. Identify even and odd numbers.	35A-35B, 35-36, 37A-37B, 37-38, 39A-39B, 39-40, 41A-41B, 41-42, 43A-43B, 43-44, 45A-45B, 45-46
A1.1.7 Demonstrate the commutative and identity properties of addition.	253A-253B, 253-254, 255A-255B, 255-256
CONTENT STANDARD A2: MEASUREMENT <i>Between <u>ages 5-7</u>, students:</i>	
A2.1.1 Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.	133A-133B, 133-134, 135A-135B, 135-136, 137A-137B, 137-138, 145A-145B, 145-146, 149A-149B, 149-150
A2.1.2 Compare objects to standard and non-standard units to identify objects that are greater than, less than, and equal to, a given unit.	139A-139B, 139-140, 147A-147B, 147-148, 151A-151B, 151-152
A2.1.4 Choose a unit of measure, estimate the length or weight of objects, and then measure to check for reasonableness.	141A-141B, 141-142, 147A-147B, 147-148, 151A-151B, 151-152
A2.1.5 Tell time to the nearest half hour, distinguishing between morning, afternoon, and evening.	171A-171B, 171-172, 173A-173B, 173-174, 175A-175B, 175-176, 177A-177B, 177-178
A2.1.6 Identify coins, their value, and the value of given sets of coins.	179A-179B, 179-180, 181A-181B, 181-182, 183A-183B, 183-184, 187A-187B, 187-188, 189A-189B, 189-190

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<p>CONTENT STANDARD A3: ESTIMATION AND COMPUTATION <i>Between <u>ages 5-7</u>, students:</i></p>	
<p>A3.1.1 Make reasonable estimates of “how many” and “how much”; estimate the results of simple addition and subtraction problems.</p>	<p>Preparation: 251A-251B, 251-253, 253A-253B, 253-254, 255A-255B, 255-256, 257A-257B, 257-258, 271A-271B, 271-272, 273A-273B, 273-274, 275A-275B, 275-276, 277A-277B, 277-278</p>
<p>A3.1.2 Recall and use basic addition and subtraction facts orally and with paper and pencil without a calculator.</p>	<p>251A-251B, 251-253, 253A-253B, 253-254, 255A-255B, 255-256, 257A-257B, 257-258, 271A-271B, 271-272, 273A-273B, 273-274, 275A-275B, 275-276, 277A-277B, 277-278</p>
<p>A3.1.3 Add and subtract whole numbers to 100 using a variety of models and algorithms.</p>	<p>251A-251B, 251-253, 253A-253B, 253-254, 255A-255B, 255-256, 257A-257B, 257-258, 271A-271B, 271-272, 273A-273B, 273-274, 275A-275B, 275-276, 277A-277B, 277-278</p>
<p>A3.1.4 Model multiplication as repeated addition and grouping objects; model division as “sharing equally” and grouping objects.</p>	<p>Preparation: 287A-287B, 287-288, 293A-293B, 293-294, 295A-295B, 295-296, 297A-297B, 297-298</p>
<p>CONTENT STANDARD A4: FUNCTIONS AND RELATIONSHIPS <i>Between <u>ages 5-7</u>, students:</i></p>	
<p>A4.1.1 Recognize, describe, create, and extend repeating and increasing patterns with a variety of materials including symbols, objects, and manipulatives.</p>	<p>35A-35B, 35-36, 37A-37B, 37-38, 39A-39B, 39-40, 41A-41B, 41-42, 43A-43B, 43-44, 45A-45B, 45-46, 95-96, 293A-293B, 293-294, 295A-295B, 295-296, 297-298</p>
<p>A4.1.2 Generate and solve simple functions by identifying and applying addition and subtraction patterns.</p>	<p>287A-287B, 287-288, 293A-293B, 293-294, 295A-295B, 295-296, 297-298</p>

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A4.1.3 Use a calculator to find and extend patterns in the number system.	Related material: 297-298
A4.1.5 Complete open space sentences with missing numbers; use appropriate vocabulary including greater than, less than, and equal to; and use the correct symbols.	Preparation 255A-255B, 255-256, 275A-275B, 275-276
CONTENT STANDARD A5: GEOMETRY <i>Between <u>ages 5-7</u>, students:</i>	
A5.1.1 Identify, sort, describe, model, and compare circles, triangles, and rectangles including squares regardless of orientation.	11A-11B, 11-12, 12A-12B, 12-13, 203A-203B, 203-204, 205A-205B, 205-206
A5.1.2 Identify, sort, describe, model, and compare solid figures including cubes, cylinders, and spheres.	197A-197B, 197-198, 199A-199B, 199-200, 201A-201B, 201-202
A5.1.3 Identify and create examples of line symmetry; compare and describe given circles, triangles, and rectangles as larger, smaller, or congruent.	211A-211B, 211-212
A5.1.4 Demonstrate conservation of area using drawings or manipulatives.	203A-203B, 203-204, 205A-205B, 205-206
A5.1.5 Describe and identify geometric transformations including slides, flips, and turns.	207A-207B, 207-208
A5.1.6 Use comparative directional and positional words: above, below, inside, outside, on, in, right and left, horizontal, vertical, and middle.	3A-3B, 3-4, 5A-5B, 5-6, 7A-7B, 7-8, 9A-9B, 9-10
A5.1.7 Draw and build familiar shapes.	203A-203B, 203-204, 205A-205B, 205-206, 207A-207B, 207-208

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<p>CONTENT STANDARD A6: STATISTICS/PROBABILITY <i>Between <u>ages 5-7</u>, students:</i></p>	
<p>A6.1.1 Collect, record, organize, display, and explain the classification of data.</p>	<p>27A-27B, 27-28, 29A-29B, 29-30, 31A-31B, 31-32, 33A-33B, 33-34</p>
<p>A6.1.2 Describe data from a variety of visual displays including tallies, tables, pictographs, bar graphs, and Venn diagrams.</p>	<p>27A-27B, 27-28, 29A-29B, 29-30, 31A-31B, 31-32, 33A-33B, 33-34</p>
<p>A6.1.3 Use the terms “maximum” and “minimum” when working with a data set.</p>	<p>Preparation: 31-32, 33-34</p>
<p>A6.1.5 Find and record the possibilities of simple probability experiments; explain differences between chance and certainty, giving examples.</p>	<p>Preparation: 213A-213B, 213-214, 215A-215B, 215-216</p>
<p>A6.1.6 Conduct a survey and tally the results.</p>	<p>Related material: 29-30, 31-32, 33-34</p>
<p>CONTENT STANDARD B: PROBLEM-SOLVING <i>Between <u>ages 5-7</u>, students:</i></p>	
<p>B1.1.1 Formulate problems from practical and mathematical activities.</p>	<p>19A-19B, 19-20, 43A-43B, 43-44, 67A-67B, 67-68, 95A-95B, 95-96, 125A-125B, 125-126, 143A-143B, 143-144, 185A-185B, 185-186, 217A-217B, 217-218, 233A-233B, 233-234, 249A-249B, 249-250, 279A-279B, 279-280, 297A-297B, 297-298</p>

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<p>B1.1.2 Develop and apply strategies including guess and check, modeling and acting out, drawings, and extending patterns to solve a variety of problems.</p>	<p>19A-19B, 19-20, 21-22, 43A-43B, 43-44, 47-48, 67A-67B, 67-68, 71-72, 95A-95B, 95-96, 97-98, 125A-125B, 125-126, 127-128, 143A-143B, 143-144, 155-156, 185A-185B, 185-186, 191-192, 217A-217B, 217-218, 233A-233B, 233-234, 239-240, 249A-249B, 249-250, 259-260, 279A-279B, 279-280, 281-282, 297A-297B, 297-298</p>
<p>B1.1.3 Predict an answer before solving a problem and compare results to check for reasonableness.</p>	<p>Preparation: 251A-251B, 251-253, 253A-253B, 253-254, 255A-255B, 255-256, 257A-257B, 257-258, 271A-271B, 271-272, 273A-273B, 273-274, 275A-275B, 275-276, 277A-277B, 277-278</p>
<p>CONTENT STANDARD C: COMMUNICATION <i>Between <u>ages 5-7</u>, students:</i></p>	
<p>C1.1.1 Translate problems from everyday language into math language and symbols.</p>	<p>23-24, 49-50, 73-74, 99-100, 129-130, 157-158, 193-194, 221-222, 241-242, 261-262, 283-284, 301-302</p>
<p>C1.1.2 Use manipulatives, models, pictures, and language to represent and communicate mathematical ideas.</p>	<p>27-28, 29-30, 31-32, 33-34, 53-54, 57-58, 77-78, 79-80, 83-84, 103-104, 125-126, 217-218, 247-248, 267-268, 291-292</p>
<p>C1.1.3 Use everyday language to explain thinking about problem solving strategies and solutions to problems.</p>	<p>23-24, 49-50, 73-74, 99-100, 129-130, 157-158, 193-194, 221-222, 241-242, 261-262, 283-284, 301-302</p>
<p>CONTENT STANDARD D: REASONING <i>Between <u>ages 5-7</u>, students:</i></p>	

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D1.1.1 Draw conclusions about mathematical problems.	19A-19B, 19-20, 21-22, 43A-43B, 43-44, 47-48, 67A-67B, 67-68, 71-72, 95A-95B, 95-96, 97-98, 125A-125B, 125-126, 127-128, 143A-143B, 143-144, 155-156, 185A-185B, 185-186, 191-192, 217A-217B, 217-218, 233A-233B, 233-234, 239-240, 249A-249B, 249-250, 259-260, 279A-279B, 279-280, 281-282, 297A-297B, 297-298
D1.1.2 Find examples that support or refute mathematical statements.	19A-19B, 19-20, 43A-43B, 43-44, 67A-67B, 67-68, 95A-95B, 95-96, 125A-125B, 125-126, 143A-143B, 143-144, 185A-185B, 185-186, 217A-217B, 217-218, 233A-233B, 233-234, 249A-249B, 249-250, 279A-279B, 279-280, 297A-297B, 297-298
D1.1.3 Explain why a prediction, estimation, or solution is reasonable.	19A-19B, 19-20, 43A-43B, 43-44, 67A-67B, 67-68, 95A-95B, 95-96, 125A-125B, 125-126, 143A-143B, 143-144, 185A-185B, 185-186, 217A-217B, 217-218, 233A-233B, 233-234, 249A-249B, 249-250, 279A-279B, 279-280, 297A-297B, 297-298
CONTENT STANDARD E: CONNECTIONS <i>Between <u>ages 5-7</u>, students:</i>	
E1.1.1 Apply mathematical skills and processes to literature.	1Q-1R, 25M-25N, 51M-51N, 75M-75N, 101M-101N, 131M-131N, 159M-159N, 197M-197N, 223M-223N, 243M-243N, 263M-263N, 285M-285N
E1.1.2 Apply mathematical skills and processes to situations with self and family.	1, 25, 51, 75, 101, 131, 159, 195, 223, 243, 263, 285

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Grade One

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
<p>MATHEMATICS STANDARD A1: NUMERATION</p> <p><i>Between <u>ages 5-7</u>, students:</i></p>	
A1.1.1 Read, write, order, count, and model one-to-one correspondence with whole numbers to 100.	11A-11B, 11-12, 13A-13B, 13-14, 15A-15B, 15-16, 17A-17B, 17-18, 241A-241B, 241-242, 267A-267B, 267-268
A1.1.2 Use, model, and identify place value positions of 1’s, 10’s, and 100’s.	281A-281B, 281-282, 283A-283B, 283-284, 284A-284B, 284-285, 287A-287B, 287-288
A1.1.3 Model and explain the processes of addition and subtraction, describing the relationship between the operations.	91A-91B, 91-92, 93A-93B, 93-94, 95A-95B, 95-96, 97A-97B, 97-98, 103A-103B, 103-104, 105A-105B, 105-106, 107A-107B, 107-108, 125A-125B, 125-126, 127A-127B, 127-128, 129A-129B, 129-130, 417A-417B, 417-418, 419A-419B, 419-420, 425A-425B, 425-426, 435A-435B, 435-436, 437A-437B, 437-438, 439A-439B, 439-440
A1.1.4 Select and use various representations of ordinal and cardinal numbers.	267A-267B, 267-268
A1.1.5 Identify, model, and label simple fractions, describing and defining them as equal parts of a whole, a region, or a set.	181A-181B, 181-182, 183A-183B, 183-184, 185A-185B, 185-186
A1.1.6 Identify, describe, and extend patterns inherent in the number system. Skip count by 2’s, 5’s, and 10’s. Add and subtract by 10. Identify even and odd numbers.	3A-3B, 3-4, 5A-5B, 5-6, 255A-255B, 255-256, 257A-257B, 257-258, 261A-261B, 261-262

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A1.1.7 Demonstrate the commutative and identity properties of addition.	137A-137B, 137-138, 139-139B, 139-140, 141A-141B, 141-142
CONTENT STANDARD A2: MEASUREMENT <i>Between <u>ages 5-7</u>, students:</i>	
A2.1.1 Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.	365A-365B, 365-366, 369A-369B, 369-370, 371A-371B, 371-372, 373A-373B, 373-374, 375A-375B, 375-376, 383A-383B, 383-384, 385A-385B, 385-386, 387A-387B, 387-388, 389A-389B, 389-390, 391A-391B, 391-392, 393A-393B, 393-394, 397A-397B, 397-398
A2.1.2 Compare objects to standard and non-standard units to identify objects that are greater than, less than, and equal to, a given unit.	365A-365B, 365-366, 383A-383B, 383-384
A2.1.4 Choose a unit of measure, estimate the length or weight of objects, and then measure to check for reasonableness.	365A-365B, 365-366, 371A-371B, 371-372, 373A-373B, 373-374, 375A-375B, 375-376, 383A-383B, 383-384, 389A-389B, 389-390
A2.1.5 Tell time to the nearest half hour, distinguishing between morning, afternoon, and evening.	205A-205B, 205-206, 207A-207B, 207-208, 209A-209B, 209-210, 211A-211B, 211-212
A2.1.6 Identify coins, their value, and the value of given sets of coins.	331A-331B, 331-332, 333A-333B, 333-334, 335A-335B, 335-336, 337A-337B, 337-338, 343A-343B, 343-344, 345A-345B, 345-346, 347A-347B, 347-348
CONTENT STANDARD A3: ESTIMATION AND COMPUTATION <i>Between <u>ages 5-7</u>, students:</i>	
A3.1.1 Make reasonable estimates of “how many” and “how much”; estimate the results of simple addition and subtraction problems.	141A-141B, 141-142, 439A-439B, 439-440

A3.1.2 Recall and use basic addition and subtraction facts orally and with paper and pencil without a calculator.	91A-91B, 91-92, 93A-93B, 93-94, 95A-95B, 95-96, 97A-97B, 97-98, 103A-103B, 103-104, 105A-105B, 105-106, 107A-107B, 107-108, 125A-125B, 125-126, 127A-127B, 127-128, 129A-129B, 129-130
A3.1.3 Add and subtract whole numbers to 100 using a variety of models and algorithms.	417A-417B, 417-418, 419A-419B, 419-420, 425A-425B, 425-426, 435A-435B, 435-436, 437A-437B, 437-438, 439A-439B, 439-440; 459A-459B, 459-460, 461A-461B, 461-462, 463A-463B, 463-464, 465A-465B, 465-466, 471A-471B, 471-472, 473A-473B, 473-474, 475A-475B, 475-476, 477A-477B, 477-478
A3.1.4 Model multiplication as repeated addition and grouping objects; model division as “sharing equally” and grouping objects.	Preparation: 255-256, 257-258, 261-262
CONTENT STANDARD A4: FUNCTIONS AND RELATIONSHIPS <i>Between <u>ages 5-7</u>, students:</i>	
A4.1.1 Recognize, describe, create, and extend repeating and increasing patterns with a variety of materials including symbols, objects, and manipulatives.	3A-3B, 3-4, 5A-5B, 5-6, 255A-255B, 255-256, 257A-257B, 257-258, 261A-261B, 261-262
A4.1.2 Generate and solve simple functions by identifying and applying addition and subtraction patterns.	255A-255B, 255-256, 257A-257B, 257-258, 261A-261B, 261-262
A4.1.3 Use a calculator to find and extend patterns in the number system.	274
A4.1.5 Complete open space sentences with missing numbers; use appropriate vocabulary including greater than, less than, and equal to; and use the correct symbols.	261A-261B, 261-262

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CONTENT STANDARD A5: GEOMETRY <i>Between <u>ages 5-7</u>, students:</i>	
A5.1.1 Identify, sort, describe, model, and compare circles, triangles, and rectangles including squares regardless of orientation.	165A-165B, 165-166, 167A-167B, 167-168
A5.1.2 Identify, sort, describe, model, and compare solid figures including cubes, cylinders, and spheres.	157A-157B, 157-158, 159A-159B, 159-160, 161A-161B, 161-162
A5.1.3 Identify and create examples of line symmetry; compare and describe given circles, triangles, and rectangles as larger, smaller, or congruent.	169A-169B, 169-170, 171A-171B, 171-172
A5.1.4 Demonstrate conservation of area using drawings or manipulatives.	167A-167B, 167-168
A5.1.5 Describe and identify geometric transformations including slides, flips, and turns.	173A-173B, 173-174
A5.1.6 Use comparative directional and positional words: above, below, inside, outside, on, in, right and left, horizontal, vertical, and middle.	317A-317B, 317-318
A5.1.7 Draw and build familiar shapes.	165-166, 167-168, 169-170
CONTENT STANDARD A6: STATISTICS/PROBABILITY <i>Between <u>ages 5-7</u>, students:</i>	
A6.1.1 Collect, record, organize, display, and explain the classification of data.	309A-309B, 309-310, 311A-311B, 311-312, 313A-313B, 313-314, 315A-315B, 315-316
A6.1.2 Describe data from a variety of visual displays including tallies, tables, pictographs, bar graphs, and Venn diagrams.	309A-309B, 309-310, 311A-311B, 311-312, 313A-313B, 313-314, 315A-315B, 315-316

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A6.1.3 Use the terms “maximum” and “minimum” when working with a data set.	Related material: 309-310, 311-312
A6.1.5 Find and record the possibilities of simple probability experiments; explain differences between chance and certainty, giving examples.	401A-401B, 401-402, 403A-403B, 403-404
A6.1.6 Conduct a survey and tally the results.	313A-313B, 313-314
CONTENT STANDARD B: PROBLEM-SOLVING <i>Between <u>ages 5-7</u>, students:</i>	
B1.1.1 Formulate problems from practical and mathematical activities.	7A-7B, 7-8, 21A-21B, 21-22, 57A-57B, 57-58, 71A-71B, 71-72, 99A-99B, 99-100, 111A-111B, 111-112, 133A-133B, 133-134, 143A-143B, 143-144, 177A-177B, 177-178, 191A-191B, 191-192, 215A-215B, 215-216, 223A-223B, 223-224, 251A-251B, 251-252, 261A-261B, 261-262, 291A-291B, 291-292, 317A-317B, 317-318, 339A-339B, 339-340, 351A-351B, 351-352, 369A-369B, 369-370, 379A-379B, 379-380, 431A-431B, 431-432, 445A-445B, 445-446, 467A-467B, 467-468, 481A-481B, 481-482
B1.1.2 Develop and apply strategies including guess and check, modeling and acting out, drawings, and extending patterns to solve a variety of problems.	7A-7B, 7-8, 21A-21B, 21-22, 33A-33B, 33-34, 57A-57B, 57-58, 71A-71B, 71-72, 113-113B, 113-114, 133A-133B, 133-134, 143A-143B, 143-144, 145A-145B, 145-146, 177A-177B, 177-178, 191A-191B, 191-192, 193A-193B, 193-194, 215A-215B, 215-216, 223A-223B, 223-224, 229A-229B, 229-230, 251A-251B, 251-252, 261A-261B, 261-262, 269A-269B, 269-270, 291A-291B, 291-292, 317A-

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B1.1.3 Predict an answer before solving a problem and compare results to check for reasonableness.	141A-141B, 141-142, 439A-439B, 439-440
CONTENT STANDARD C: COMMUNICATION <i>Between <u>ages 5-7</u>, students:</i>	
C1.1.1 Translate problems from everyday language into math language and symbols.	22, 34, 46, 66, 80, 114, 117, 138, 146, 149, 178, 188, 194, 220, 230, 252, 270, 272, 273, 294, 310, 314, 320, 323, 328B, 340, 354, 356, 368, 382, 406, 409, 414B, 426, 434, 448, 451, 470, 482, 484, 489, 492B
C1.1.2 Use manipulatives, models, pictures, and language to represent and communicate mathematical ideas.	41-42, 87-88, 121-122, 153-154, 201-202, 237-238, 277-278, 327-328, 361-362, 413-414, 455-456, 491-492
C1.1.3 Use everyday language to explain thinking about problem solving strategies and solutions to problems.	22, 34, 46, 66, 80, 114, 117, 138, 146, 149, 178, 188, 194, 220, 230, 252, 270, 272, 273, 294, 310, 314, 320, 323, 328B, 340, 354, 356, 368, 382, 406, 409, 414B, 426, 434, 448, 451, 470, 482, 484, 489, 492B

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<p>CONTENT STANDARD D: REASONING <i>Between <u>ages 5-7</u>, students:</i></p>	
<p>D1.1.1 Draw conclusions about mathematical problems.</p>	<p>7A-7B, 7-8, 21A-21B, 21-22, 33A-33B, 33-34, 57A-57B, 57-58, 71A-71B, 71-72, 79A-79B, 79-80, 99A-99B, 99-100, 111A-111B, 111-112, 113-113B, 113-114, 133A-133B, 133-134, 143A-143B, 143-144, 145A-145B, 145-146, 177A-177B, 177-178, 191A-191B, 191-192, 215A-215B, 215-216, 223A-223B, 223-224, 229A-229B, 229-230, 251A-251B, 251-252, 261A-261B, 261-262, 269A-269B, 269-270, 319A-319B, 319-320, 339A-339B, 339-340, 351A-351B, 351-352, 353A-353B, 353-354, 369A-369B, 369-370, 379A-379B, 379-380, 405A-405B, 405-406, 431A-431B, 431-432, 445A-445B, 445-446, 447A-447B, 447-448, 467A-467B, 467-468, 481A-481B, 481-482</p>
<p>D1.1.2 Find examples that support or refute mathematical statements.</p>	<p>7A-7B, 7-8, 21A-21B, 21-22, 57A-57B, 57-58, 71A-71B, 71-72, 99A-99B, 99-100, 111A-111B, 111-112, 133A-133B, 133-134, 143A-143B, 143-144, 177A-177B, 177-178, 191A-191B, 191-192, 215A-215B, 215-216, 223A-223B, 223-224, 251A-251B, 251-252, 261A-261B, 261-262, 291A-291B, 291-292, 317A-317B, 317-318, 339A-339B, 339-340, 351A-351B, 351-352, 369A-369B, 369-370, 379A-379B, 379-380, 431A-431B, 431-432, 445A-445B, 445-446, 467A-467B, 467-468, 481A-481B, 481-482</p>
<p>D1.1.3 Explain why a prediction, estimation, or solution is reasonable.</p>	<p>141A-141B, 141-142, 439A-439B, 439-440</p>

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<p>CONTENT STANDARD E: CONNECTIONS</p> <p><i>Between <u>ages 5-7</u>, students:</i></p>	
<p>E1.1.1 Apply mathematical skills and processes to literature.</p>	<p>1O-1P, 43K-43L, 89K-89L, 123K-123L, 155K-155L, 203K-203L, 239K-239L, 279K-279L, 329K-329L, 363K-363L, 415K-415L, 457K-457L</p>
<p>E1.1.2 Apply mathematical skills and processes to situations with self and family.</p>	<p>1, 43, 89, 123, 155, 203, 239, 279, 329, 363, 415, 457</p>

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Grade Two

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MATHEMATICS STANDARD A1: NUMERATION <i>Between <u>ages 5-7</u>, students:</i>	
A1.1.1 Read, write, order, count, and model one-to-one correspondence with whole numbers to 100.	81A-81B, 81-82, 83A-83B, 83-84, 85A-85B, 85-86, 95A-95B, 95-96, 101A-101B, 101-102, 103A-103B, 103-104
A1.1.2 Use, model, and identify place value positions of 1's, 10's, and 100's.	81A-81B, 81-82, 83A-83B, 83-84, 85A-85B, 85-86, 91A-91B, 91-92
A1.1.3 Model and explain the processes of addition and subtraction, describing the relationship between the operations.	3A-3B, 3-4, 13A-13B, 13-14, 15A-15B, 15-16
A1.1.4 Select and use various representations of ordinal and cardinal numbers.	103A-103B, 103-104
A1.1.5 Identify, model, and label simple fractions, describing and defining them as equal parts of a whole, a region, or a set.	269A-269B, 269-270, 271A-271B, 271-272, 273A-273B, 273-274, 275A-275B, 275-276, 277A-277B, 277-278
A1.1.6 Identify, describe, and extend patterns inherent in the number system. Skip count by 2's, 5's, and 10's. Add and subtract by 10. Identify even and odd numbers.	99A-99B, 99-100, 413A-413B, 413-414, 467A-467B, 467-468
A1.1.7 Demonstrate the commutative and identity properties of addition.	27A-27B, 27-28, 227A-227B, 227-228

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<p>CONTENT STANDARD A2: MEASUREMENT</p> <p><i>Between <u>ages 5-7</u>, students:</i></p>	
<p>A2.1.1 Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.</p>	<p>343A-343B, 343-344, 345A-345B, 345-346, 347A-347B, 347-348, 355A-355B, 355-356, 357A-357B-357-358, 365A-365B, 365-366, 367A-367B, 367-368, 369A-369B, 369-370</p>
<p>A2.1.2 Compare objects to standard and non-standard units to identify objects that are greater than, less than, and equal to, a given unit.</p>	<p>341A-341B, 341-342, 353A-353B, 353-354, 363A-363B, 363-364</p>
<p>A2.1.4 Choose a unit of measure, estimate the length or weight of objects, and then measure to check for reasonableness.</p>	<p>343A-343B, 343-344, 345A-345B, 345-346, 347A-347B, 347-348, 365A-365B, 365-366, 367A-367B, 367-368</p>
<p>A2.1.5 Tell time to the nearest half hour, distinguishing between morning, afternoon, and evening.</p>	<p>291A-291B, 291-292, 293A-293B, 293-294, 295A-295B, 295-296</p>
<p>A2.1.6 Identify coins, their value, and the value of given sets of coins.</p>	<p>121A-121B, 121-122</p>
<p>CONTENT STANDARD A3: ESTIMATION AND COMPUTATION</p> <p><i>Between <u>ages 5-7</u>, students:</i></p>	
<p>A3.1.1 Make reasonable estimates of “how many” and “how much”; estimate the results of simple addition and subtraction problems.</p>	<p>141A-141B, 141-142, 149A-149B, 149-150, 191A-191B, 191-192, 229A-229B, 229-230, 429A-429B, 429-430, 445A-445B, 445-446</p>
<p>A3.1.2 Recall and use basic addition and subtraction facts orally and with paper and pencil without a calculator.</p>	<p>43A-43B, 43-44, 45A-45B, 45-46, 47A-47B, 47-48, 49A-49B, 49-50, 51A-51B, 51-52, 53A-53B, 53-54, 57A-57B, 57-58, 61A-61B, 61-62, 63A-63B, 63-64, 65A-65B, 65-66</p>

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<p>A3.1.3 Add and subtract whole numbers to 100 using a variety of models and algorithms.</p>	<p>135A-135B, 135-136, 137A-137B, 137-138, 139A-139B, 139-140, 141A-141B, 141-142, 145A-145B, 145-146, 147A-147B, 147-148, 149A-149B, 149-150, 175A-175B, 175-176, 177A-177B, 177-178, 179A-179B, 179-180, 181A-181B, 181-182, 185A-185B, 185-186, 187A-187B, 187-188, 189A-189B, 189-190, 191A-191B, 191-192, 193A-193B, 193-194</p>
<p>A3.1.4 Model multiplication as repeated addition and grouping objects; model division as “sharing equally” and grouping objects.</p>	<p>467A-467B, 467-478, 469A-469B, 469-470, 471A-471B, 471-472, 473A-473B, 473-474, 475A-475B, 475-476</p>
<p>CONTENT STANDARD A4: FUNCTIONS AND RELATIONSHIPS <i>Between ages 5-7, students:</i></p>	
<p>A4.1.1 Recognize, describe, create, and extend repeating and increasing patterns with a variety of materials including symbols, objects, and manipulatives.</p>	<p>99A-99B, 99-100, 413A-413B, 413-414, 467A-467B, 467-468</p>
<p>A4.1.2 Generate and solve simple functions by identifying and applying addition and subtraction patterns.</p>	<p>99A-99B, 99-100, 467A-467B, 467-468</p>
<p>A4.1.3 Use a calculator to find and extend patterns in the number system.</p>	<p>420</p>
<p>A4.1.5 Complete open space sentences with missing numbers; use appropriate vocabulary including greater than, less than, and equal to; and use the correct symbols.</p>	<p>Preparation: 99A-99B, 99-100, 413A-413B, 413-414, 467A-467B, 467-468</p>

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CONTENT STANDARD A5: GEOMETRY <i>Between <u>ages 5-7</u>, students:</i>	
A5.1.1 Identify, sort, describe, model, and compare circles, triangles, and rectangles including squares regardless of orientation.	249A-249B, 249-250, 255A-255B, 255-256
A5.1.2 Identify, sort, describe, model, and compare solid figures including cubes, cylinders, and spheres.	247A-247B, 247-248, 249A-249B, 249-250
A5.1.3 Identify and create examples of line symmetry; compare and describe given circles, triangles, and rectangles as larger, smaller, or congruent.	257A-257B, 257-258, 261A-261B, 261-262
A5.1.4 Demonstrate conservation of area using drawings or manipulatives.	255A-255B, 255-256
A5.1.5 Describe and identify geometric transformations including slides, flips, and turns.	259A-259B, 259-260
A5.1.6 Use comparative directional and positional words: above, below, inside, outside, on, in, right and left, horizontal, vertical, and middle.	Related material: 259-260
A5.1.7 Draw and build familiar shapes.	255A-255B, 255-256
CONTENT STANDARD A6: STATISTICS/PROBABILITY <i>Between <u>ages 5-7</u>, students:</i>	
A6.1.1 Collect, record, organize, display, and explain the classification of data.	319A-319B, 319-320, 321A-321B, 321-322, 323A-323B, 323-324, 325A-325B, 325-326, 327A-327B, 327-328
A6.1.2 Describe data from a variety of visual displays including tallies, tables, pictographs, bar graphs, and Venn diagrams.	319A-319B, 319-320, 321A-321B, 321-322, 323A-323B, 323-324, 325A-325B, 325-326, 327A-327B, 327-328

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A6.1.3 Use the terms “maximum” and “minimum” when working with a data set.	Related material: 321-322, 323-324
A6.1.5 Find and record the possibilities of simple probability experiments; explain differences between chance and certainty, giving examples.	373A-373B, 373-374, 375A-375B, 375-376
A6.1.6 Conduct a survey and tally the results.	313A-313B, 313-314
CONTENT STANDARD B: PROBLEM-SOLVING <i>Between <u>ages 5-7</u>, students:</i>	
B1.1.1 Formulate problems from practical and mathematical activities.	9A-9B, 9-10, 19A-19B, 57A-57B, 57-58, 67A-67B, 67-68, 89A-89B, 89-90, 105A-105B, 105-106, 155A-155B, 155-156, 161A-161B, 161-162, 189A-189B, 189-190, 197A-197B, 197-198, 221A-221B, 221-222, 233A-233B, 233-234, 251A-251B, 251-252, 265A-265B, 265-266, 311A-311B, 311-312, 327A-327B, 327-328, 351A-351B, 351-352, 377A-377B, 377-378, 405A-405B, 405-406, 413A-413B, 413-414, 439A-439B, 439-440, 453A-453B, 453-454, 479A-479B, 479-480, 487A-487B, 487-488

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<p>B1.1.2 Develop and apply strategies including guess and check, modeling and acting out, drawings, and extending patterns to solve a variety of problems.</p>	<p>9A-9B, 9-10, 19A-19B, 19-20, 31-32, 57A-57B, 57-58, 67A-67B, 67-68, 69-70, 89A-89B, 89-90, 105A-105B, 105-106, 123-124, 155A-155B, 155-156, 161A-161B, 161-162, 163-164, 189A-189B, 189-190, 197A-197B, 197-198, 199-200, 221A-221B, 221-222, 233A-233B, 233-234, 235-236, 251A-251B, 251-252, 265A-265B, 265-266, 279-280, 311A-311B, 311-312, 327A-327B, 327-328, 329-330, 351A-351B, 351-352, 377A-377B, 377-378, 379-380, 405A-405B, 405-406, 413A-413B, 413-414, 415-416, 439A-439B, 439-440, 453A-453B, 453-454, 455-456, 479A-479B, 479-480, 487A-487B, 487-488, 489-490</p>
<p>B1.1.3 Predict an answer before solving a problem and compare results to check for reasonableness.</p>	<p>175A-175B, 175-176, 177A-177B, 177-178, 179A-179B, 179-180, 181A-181B, 181-182, 185A-185B, 185-186, 187A-187B, 187-188, 189A-189B, 189-190, 191A-191B, 191-192, 193A-193B, 193-194, 227A-227B, 227-228</p>
<p>CONTENT STANDARD C: COMMUNICATION <i>Between <u>ages 5-7</u>, students:</i></p>	
<p>C1.1.1 Translate problems from everyday language into math language and symbols.</p>	<p>39-40, 77-78, 131-132, 171-172, 207-208, 243-244, 287-288, 337-338, 387-388, 423-424, 463-464, 497-498</p>
<p>C1.1.2 Use manipulatives, models, pictures, and language to represent and communicate mathematical ideas.</p>	<p>67A-67B, 67-68, 81A-81B, 81-82, 99A-99B, 99-100, 115A-115B, 115-116, 189A-189B, 189-190, 251A-251B, 251-252, 311A-311B, 311-312, 313A-313B, 313-314, 315A-315B, 315-316, 319A-319B, 319-320, 321A-321B, 321-322, 323A-323B, 323-324, 439A-439B, 439-440, 479A-479B, 479-480</p>

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<p>C1.1.3 Use everyday language to explain thinking about problem solving strategies and solutions to problems.</p>	<p>8, 16, 20, 24, 35, 48, 56, 64, 73, 78B, 94, 98, 106, 107, 110, 124, 148, 152, 164, 167, 172B, 176, 196, 200, 202, 203, 224, 232, 236, 238, 239, 244B, 254, 266, 268, 280, 282, 283, 296, 308, 316, 318, 322, 326, 332, 333, 338B, 348, 354, 362, 370, 372, 380, 382, 383, 404, 410, 416, 418, 419, 424B, 440, 442, 454, 456, 458, 459, 468, 486, 492, 493, 498B</p>
<p>CONTENT STANDARD D: REASONING <i>Between <u>ages 5-7</u>, students:</i></p>	
<p>D1.1.1 Draw conclusions about mathematical problems.</p>	<p>9A-9B, 9-10, 19A-19B, 19-20, 31-32, 57A-57B, 57-58, 67A-67B, 67-68, 69-70, 89A-89B, 89-90, 105A-105B, 105-106, 123-124, 155A-155B, 155-156, 161A-161B, 161-162, 163-164, 189A-189B, 189-190, 197A-197B, 197-198, 199-200, 221A-221B, 221-222, 233A-233B, 233-234, 235-236, 251A-251B, 251-252, 265A-265B, 265-266, 279-280, 311A-311B, 311-312, 327A-327B, 327-328, 329-330, 351A-351B, 351-352, 377A-377B, 377-378, 379-380, 405A-405B, 405-406, 413A-413B, 413-414, 415-416, 439A-439B, 439-440, 453A-453B, 453-454, 455-456, 479A-479B, 479-480, 487A-487B, 487-488, 489-490</p>

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D1.1.2 Find examples that support or refute mathematical statements.	9A-9B, 9-10, 19A-19B, 57A-57B, 57-58, 67A-67B, 67-68, 89A-89B, 89-90, 105A-105B, 105-106, 155A-155B, 155-156, 161A-161B, 161-162, 189A-189B, 189-190, 197A-197B, 197-198, 221A-221B, 221-222, 233A-233B, 233-234, 251A-251B, 251-252, 265A-265B, 265-266, 311A-311B, 311-312, 327A-327B, 327-328, 351A-351B, 351-352, 377A-377B, 377-378, 405A-405B, 405-406, 413A-413B, 413-414, 439A-439B, 439-440, 453A-453B, 453-454, 479A-479B, 479-480, 487A-487B, 487-488
D1.1.3 Explain why a prediction, estimation, or solution is reasonable.	175A-175B, 175-176, 177A-177B, 177-178, 179A-179B, 179-180, 181A-181B, 181-182, 185A-185B, 185-186, 187A-187B, 187-188, 189A-189B, 189-190, 191A-191B, 191-192, 193A-193B, 193-194, 227A-227B, 227-228
CONTENT STANDARD E: CONNECTIONS <i>Between <u>ages 5-7</u>, students:</i>	
E1.1.1 Apply mathematical skills and processes to literature.	1K-1L, 41K-41L, 79K-79L, 133K-133L, 173K-173L, 209K-209L, 245K-245L, 289K-289L, 339K-339L, 389K-389L, 425K-425L, 465K-465L
E1.1.2 Apply mathematical skills and processes to situations with self and family.	1, 41, 79, 133, 173, 209, 245, 289, 339, 389, 425, 465

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Grade Three

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
<p>CONTENT STANDARD A2: MEASUREMENT</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A1.2.1 Read, write, model, order, and count with positive whole numbers to 1,000,000 and negative whole numbers.</p>	4A-4B, 4-5, 6A-6B, 6-7, 10A-10B, 10-11, 12A-12B, 12-13
<p>A1.2.2 Use, model, and identify place value positions from 0.001 to 1,000,000.</p>	4A-4B, 4-5, 6A-6B, 6-7, 8A-8B, 8-9, 10A-10B, 10-11, 12A-12B, 12-13, 564A-564B, 564-565, 566A-566B, 566-567
<p>A1.2.3 Model and explain the processes of multiplication and division. Describe the relationships among the four basic operations.</p>	260A-260B, 260-261, 262A-262B, 262-265, 370A-370B, 370-371, 372A-372B, 372-373
<p>A1.2.4 Identify and describe different uses for the same numerical representation.</p>	564A-564B, 564-565, 566A-566B, 566-567
<p>A1.2.5 Model and explain the process of adding and subtracting fractions with common denominators and decimals that represent money.</p>	520A-520B, 520-521, 572A-572B, 572-573
<p>A1.2.6 Identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers.</p>	Related material: 332A-332B, 332-335

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A1.2.7 Demonstrate the commutative and identity properties of multiplication.	286A-286B, 286-287, 396A-396B, 396-397
CONTENT STANDARD A2: MEASUREMENT <i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i>	
A2.2.1 Estimate and measure weights, lengths, and temperatures to the nearest unit using the metric and standard systems.	532A-532B, 532-533, 680A-680B, 680-683, 690A-690B, 690-693
A2.2.2 Identify and use equivalent measurements (e.g., 60 minutes = 1 hour, 7 days = 1 week).	200A-200B, 200-201
A2.2.3 Use a variety of measuring tools; describe the attribute(s) they measure.	464A-464B, 464-465, 468A-468B, 468-471, 472A-472B, 472-473, 532A-532B, 532-533
A2.2.4 Estimate and measure the dimensions of geometric figures.	534A-534B, 534-535
A2.2.5 Tell time using analog and digital clocks identifying AM and PM; find elapsed time.	192A-192B, 192-195, 196A-196B, 196-197, 198A-198B, 198-199
A2.2.6 Read, write, and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation.	36A-36B, 36-39, 40A-40B, 40-41

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<p>CONTENT STANDARD A3: ESTIMATION AND COMPUTATION</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A3.2.1 Describe and use a variety of estimation strategies including rounding to the appropriate place value, multiplying by powers of 10, and using front-end estimation to check the reasonableness of solutions.</p>	<p>80A-80B, 80-81, 82A-82B, 82-83, 86A-86B, 86-89, 90A-90B, 90-91, 94A-94B, 94-95, 96A-96B, 96-97, 98A-98B, 98-101, 160A-160B, 160-161</p>
<p>A3.2.2 Recall and use basic multiplication and division facts orally, with paper and pencil without a calculator.</p>	<p>276A-276B, 276-279, 280A-280B, 280-281, 282A-282B, 282-283, 286A-286B, 286-287, 288A-288B, 288-291, 292A-292B, 292-293, 316A-316B, 316-317, 318A-318B, 318-319, 320A-320B, 320-323, 324A-324B, 324-327, 328A-328B, 328-331, 386A-386B, 386-387, 388A-388B, 388-389, 390A-390B, 390-391, 392A-392B, 392-393, 396A-396B, 396-397, 402A-402B, 402-403</p>
<p>A3.2.3 Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.</p>	<p>66A-66B, 66-69, 80A-80B, 80-81, 82A-82B, 82-85, 86A-86B, 86-89, 94A-94B, 94-95, 96A-96B, 96-97, 520A-520B, 520-521, 572A-572B, 572-573</p>
<p>A3.2.4 Multiply and divide multi-digit whole numbers by 2-digit numbers, limiting the 2-digit divisors to those that end in 0; multiply and divide decimals that represent money by whole numbers.</p>	<p>612A-612B, 612-613, 632A-632B, 632-635, 636A-636B, 636-637</p>
<p>A3.2.5 Find equivalent fractions. Convert between fractions and mixed numbers.</p>	<p>504A-504B, 504-505, 522A-522B, 522-527</p>
<p>A3.2.6 Develop and interpret scales and scale models.</p>	<p>213, 228A-228B, 228-231</p>

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<p>CONTENT STANDARD A4: FUNCTIONS AND RELATIONSHIPS</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A4.2.1 Use patterns and their extensions to make predictions and solve problems; describe patterns found in the number system including those formed by multiples, factors, perfect squares, and powers of 10.</p>	<p>24-27, 277, 282, 286, 288-289, 332A-332B, 332-335, 340-341, 344-345</p>
<p>A4.2.2 Generate and solve simple functions by identifying and applying multiplication and division patterns.</p>	<p>277, 282, 286, 288-289, 332A-332B, 332-335, 340-341, 344-345</p>
<p>A4.2.3 Use a calculator to find a missing item in a number sequence.</p>	<p>Related material: 332-335</p>
<p>A4.2.4 Use words, lists, and tables to represent and analyze patterns.</p>	<p>24-27, 277, 282, 286, 288-289, 332A-332B, 332-335, 340-341, 344-345</p>
<p>A4.2.5 Explain the purpose of variables and use them in open sentences to express relationships and describe simple functions.</p>	<p>344A-344B, 344-345</p>
<p>CONTENT STANDARD A5: GEOMETRY</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A5.2.1 Identify and compare various triangles and quadrilaterals according to their sides and/or angles.</p>	<p>450A-450B, 450-453, 454A-454B, 454-455</p>
<p>A5.2.2 Compare and contrast plane and solid figures (e.g., circle/sphere, square/cube, triangle/pyramid) using relevant attributes, including the number of vertices, edges, and the number and shape of faces.</p>	<p>432A-432B, 432-435</p>

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A5.2.3 Identify and model geometric figures that are congruent, similar, and/or symmetrical.	456A-456B, 456-459, 460A-460B, 460-461
A5.2.4 Distinguish between area and perimeter; find both using a variety of methods including rulers, grid paper, and tiles.	464A-464B, 464-467, 468A-468B, 468-471
A5.2.5 Identify and model transformations of geometric figures, describing the motions as slides, flips, or rotations.	456A-456B, 456-459
A5.2.6 Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid.	218A-218B, 218-221
A5.2.7 Sketch and identify line segments, midpoints, intersections, parallel, and perpendicular lines.	442A-442B, 442-443
<p>CONTENT STANDARD A6: STATISTICS/PROBABILITY</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
A6.2.1 Collect, organize, and display data creating a variety of visual displays including tables, charts, and line graphs.	212A-212B, 212-215, 226A-226B, 226-227, 228A-228B, 228-231, 232A-232B, 232-235
A6.2.2 Present the data using a variety of appropriate representations and explain the meaning of the data.	212A-212B, 212-215, 226A-226B, 226-227, 228A-228B, 228-231, 232A-232B, 232-235
A6.2.3 Describe and interpret a data set using mean, median, mode, and range.	Preparation: 204-207

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
A6.2.5 Estimate whether a game is mathematically fair or unfair; analyze and present probability data using simple fractions.	702A-702B, 702-703
A6.2.6 Conduct simple probability experiments using concrete materials and represent the results using fractions and probability.	700A-700B, 700-701, 702A-702B, 702-703, 704A-704B, 704-707
<p>CONTENT STANDARD B: PROBLEM-SOLVING</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
B1.2.1 Read and summarize a problem, using mathematical terms and symbols.	12A-12B, 12-13, 24A-24B, 24-25, 38A-38B, 38-39, 90A-90B, 90-91, 94A-94B, 94-95, 140A-140B, 140-143, 156A-156B, 156-157, 198A-198B, 198-199, 222A-222B, 222-223, 278A-278B, 278-281, 290A-290B, 290-291, 326A-326B, 326-329, 342A-342B, 342-343, 384A-384B, 384-385, 396A-396B, 396-399, 460A-460B, 460-461, 474A-474B, 474-477, 512-A512B, 512-513, 538A-538B, 538-539, 584A-584B, 584-858, 600A-600B, 600-601, 648A-648B, 648-649, 662A-662B, 662-663, 696A-696B, 696-697, 714A-714B, 714-715

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<p>B1.2.2 Select and apply a variety of strategies including making a table, chart or list, drawing pictures, making a model, and comparing with previous experience to solve problems.</p>	<p>14A-14B, 14-15, 32A-32B, 32-33, 42A-42B, 42-43, 44-45, 76A-76B, 76-77, 102A-102B, 102-103, 104-105, 140A-140B, 140-143, 160A-160B, 160-161, 170-171, 216A-216B, 216-217, 236A-236B, 236-237, 238-239, 270A-270B, 270-273, 284A-284B, 284-285, 294-295, 332A-332B, 332-333, 346A-346B, 346-347, 348-349, 380A-380B, 380-381, 404A-404B, 404-405, 406-407, 436A-436B, 436-439, 474A-474B, 474-475, 476-477, 528A-528B, 528-529, 540A-540B, 540-541, 578A-578B, 578-579, 588A-588B, 588-589, 590-591, 644A-644B, 644-645, 656A-656B, 656-657, 658-659, 698A-698B, 698-699, 708A-708B, 708-709, 710-711</p>
<p>B1.2.3 Explain and verify results of the original problem and apply what was learned to new situations.</p>	<p>12A-12B, 12-13, 24A-24B, 24-25, 38A-38B, 38-39, 90A-90B, 90-91, 94A-94B, 94-95, 140A-140B, 140-143, 156A-156B, 156-157, 198A-198B, 198-199, 222A-222B, 222-223, 278A-278B, 278-281, 290A-290B, 290-291, 326A-326B, 326-329, 342A-342B, 342-343, 384A-384B, 384-385, 396A-396B, 396-399, 460A-460B, 460-461, 512-A512B, 512-513, 538A-538B, 538-539, 584A-584B, 584-858, 600A-600B, 600-601, 648A-648B, 648-649, 662A-662B, 662-663, 696A-696B, 696-697, 714A-714B, 714-715</p>
<p>CONTENT STANDARD C: COMMUNICATION</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>C1.2.1 Use the mathematical vocabulary appropriate to the problem.</p>	<p>52-53, 112-113, 178-179, 246-247, 302-303, 356-357, 414-415, 484-485, 550-551, 598-599, 666-667, 718-179</p>

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
C1.2.2 Represent mathematical and practical situations using concrete, pictorial, and symbolic representation.	140A-140B, 140-143, 204A-204B, 204-207, 208A-208B, 208-211, 226A-226B, 226-227, 228A-228B, 228-231, 232A-232B, 232-235, 236A-236B, 236-237, 270A-270B, 270-273
C1.2.3 Organize and communicate mathematical problem solving strategies and solutions to problems.	14, 32, 42, 74, 76, 102, 138, 140, 160, 234, 268, 330, 332, 346, 378, 380, 404, 434, 436, 474, 526, 528, 540, 576, 578, 588, 642, 644, 656, 686, 688, 708
CONTENT STANDARD D: REASONING <i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i>	
D1.2.1 Draw logical conclusions about mathematical situations.	12A-12B, 12-13, 24A-24B, 24-25, 38A-38B, 38-39, 90A-90B, 90-91, 94A-94B, 94-95, 140A-140B, 140-143, 156A-156B, 156-157, 198A-198B, 198-199, 222A-222B, 222-223, 278A-278B, 278-281, 290A-290B, 290-291, 326A-326B, 326-329, 342A-342B, 342-343, 384A-384B, 384-385, 396A-396B, 396-399, 460A-460B, 460-461, 474A-474B, 474-477, 512-A512B, 512-513, 538A-538B, 538-539, 584A-584B, 584-858, 600A-600B, 600-601, 648A-648B, 648-649, 662A-662B, 662-663, 696A-696B, 696-697, 714A-714B, 714-715
D1.2.2 Given a rule or generalization, determine whether the example fits.	24-27, 277, 282, 286, 288-289, 332A-332B, 332-335, 340-341, 344-345
D1.2.3 Justify answers and mathematical strategies as reasonable.	80A-80B, 80-81, 82A-82B, 82-83, 86A-86B, 86-89, 90A-90B, 90-91, 94A-94B, 94-95, 96A-96B, 96-97, 98A-98B, 98-101, 160A-160B, 160-161

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<p>CONTENT STANDARD E: CONNECTIONS</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>E1.2.1 Apply mathematical processes to social studies.</p>	<p>10B, 28B, 36B, 44B, 90B, 204B, 218B, 346B, 384B, 474B, 512B, 568B, 656B, 696B</p>
<p>E1.2.2 Apply mathematical skills and processes to situations with friends and school.</p>	<p>85, 135, 221, 471, 509, 635</p>

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Grade Four

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
<p>CONTENT STANDARD A2: MEASUREMENT</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A1.2.1 Read, write, model, order, and count with positive whole numbers to 1,000,000 and negative whole numbers.</p>	4A-4B, 4-7, 8A-8B, 8-9, 28A-28B, 28-29, 34A-34B, 34-37
<p>A1.2.2 Use, model, and identify place value positions from 0.001 to 1,000,000.</p>	4A-4B, 4-7, 8A-8B, 8-9, 10A-10B, 10-11, 628A-628B, 628-629
<p>A1.2.3 Model and explain the processes of multiplication and division. Describe the relationships among the four basic operations.</p>	124A-124B, 124-127, 128A-128B, 128-131, 132A-132B, 132-135, 136A-136B, 136-139, 124A-124B, 124-127, 128A-128B, 128-131, 132A-132B, 132-135, 136A-136B, 136-139, 146A-146B, 146-147, 148A-148B, 148-149, 150A-150B, 150-151, 152A-152B, 152-153
<p>A1.2.4 Identify and describe different uses for the same numerical representation.</p>	624A-624B, 624-627
<p>A1.2.5 Model and explain the process of adding and subtracting fractions with common denominators and decimals that represent money.</p>	562A-562B, 562-563, 564A-564B, 564-567, 568A-568B, 568-571, 574A-574B, 574-577, 578A-578B, 578-583, 638A-638B, 638-641, 642A-642B, 642-647
<p>A1.2.6 Identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers.</p>	402A-402B, 402-403, 406A-406B, 406-407

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A1.2.7 Demonstrate the commutative and identity properties of multiplication.	256A-256B, 256-257
CONTENT STANDARD A2: MEASUREMENT <i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i>	
A2.2.1 Estimate and measure weights, lengths, and temperatures to the nearest unit using the metric and standard systems.	464A-464B, 464-467, 468A-468B, 468-473, 588A-588B, 588-589, 652A-652B, 652-653
A2.2.2 Identify and use equivalent measurements (e.g., 60 minutes = 1 hour, 7 days = 1 week).	200A-200B, 200-201
A2.2.3 Use a variety of measuring tools; describe the attribute(s) they measure.	464A-464B, 464-467, 468A-468B, 468-473, 588A-588B, 588-589, 652A-652B, 652-653
A2.2.4 Estimate and measure the dimensions of geometric figures.	665
A2.2.5 Tell time using analog and digital clocks identifying AM and PM; find elapsed time.	190A-190B, 190-191, 196A-196B, 196-197
A2.2.6 Read, write, and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation.	28A-28B, 28-29, 30A-30B, 30-32, 32A-32B, 32-33

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<p>CONTENT STANDARD A3: ESTIMATION AND COMPUTATION</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A3.2.1 Describe and use a variety of estimation strategies including rounding to the appropriate place value, multiplying by powers of 10, and using front-end estimation to check the reasonableness of solutions.</p>	<p>62A-62B, 62-63, 64A-64B, 64-67, 68A-68B, 68-71, 72A-72B, 72-73, 258A-258B, 258-261, 316A-316B, 316-319, 368A-368B, 368-371, 636A-636B, 636-637</p>
<p>A3.2.2 Recall and use basic multiplication and division facts orally, with paper and pencil without a calculator.</p>	<p>124A-124B, 124-127, 128A-128B, 128-131, 132A-132B, 132-135, 136A-136B, 136-139, 146A-146B, 146-147, 148A-148B, 148-149, 150A-150B, 150-151, 152A-152B, 152-153</p>
<p>A3.2.3 Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.</p>	<p>62A-62B, 62-63, 64A-64B, 64-65, 76A-76B, 76-79, 80A-80B, 80-81, 82A-82B, 82-85, 86A-86B, 86-89, 564A-564B, 564-567, 574A-574B, 574-577, 638A-638B, 638-641, 642A-642B, 642-647</p>
<p>A3.2.4 Multiply and divide multi-digit whole numbers by 2-digit numbers, limiting the 2-digit divisors to those that end in 0; multiply and divide decimals that represent money by whole numbers.</p>	<p>270A-270B, 270-273, 274A-274B, 274-277, 332A-332B, 332-335</p>
<p>A3.2.5 Find equivalent fractions. Convert between fractions and mixed numbers.</p>	<p>516A-516B, 516-519, 530A-530B, 530-533</p>
<p>A3.2.6 Develop and interpret scales and scale models.</p>	<p>206-207, 208-211</p>

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<p>CONTENT STANDARD A4: FUNCTIONS AND RELATIONSHIPS</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A4.2.1 Use patterns and their extensions to make predictions and solve problems; describe patterns found in the number system including those formed by multiples, factors, perfect squares, and powers of 10.</p>	<p>10A-10B, 10-11, 90A-90B, 90-91, 366A-366B, 366-367, 641</p>
<p>A4.2.2 Generate and solve simple functions by identifying and applying multiplication and division patterns.</p>	<p>164A-164B, 164-165</p>
<p>A4.2.3 Use a calculator to find a missing item in a number sequence.</p>	<p>Related material: 90-91</p>
<p>A4.2.4 Use words, lists, and tables to represent and analyze patterns.</p>	<p>10A-10B, 10-11, 90A-90B, 90-91, 366A-366B, 366-367, 641</p>
<p>A4.2.5 Explain the purpose of variables and use them in open sentences to express relationships and describe simple functions.</p>	<p>164A-164B, 164-165, 692A-692B, 692-695</p>
<p>CONTENT STANDARD A5: GEOMETRY</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A5.2.1 Identify and compare various triangles and quadrilaterals according to their sides and/or angles.</p>	<p>44A-444B, 444-447</p>
<p>A5.2.2 Compare and contrast plane and solid figures (e.g., circle/sphere, square/cube, triangle/pyramid) using relevant attributes, including the number of vertices, edges, and the number and shape of faces.</p>	<p>434A-434B, 434-437</p>

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A5.2.3 Identify and model geometric figures that are congruent, similar, and/or symmetrical.	452A-452B, 452-455, 456A-456B, 456-457, 458A-458B, 458-459
A5.2.4 Distinguish between area and perimeter; find both using a variety of methods including rulers, grid paper, and tiles.	464A-464B, 464-467, 468A-468B, 468-473
A5.2.5 Identify and model transformations of geometric figures, describing the motions as slides, flips, or rotations.	452A-452B, 452-455
A5.2.6 Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid.	212A-212B, 212-215
A5.2.7 Sketch and identify line segments, midpoints, intersections, parallel, and perpendicular lines.	440A-440B, 440-443
<p>CONTENT STANDARD A6: STATISTICS/PROBABILITY</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
A6.2.1 Collect, organize, and display data creating a variety of visual displays including tables, charts, and line graphs.	204A-204B, 204-205, 206A-206B, 206-207, 208A-208B, 208-211, 216A-216B, 216-221, 226A-226B, 226-229
A6.2.2 Present the data using a variety of appropriate representations and explain the meaning of the data.	204A-204B, 204-205, 206A-206B, 206-207, 208A-208B, 208-211, 216A-216B, 216-221, 226A-226B, 226-229
A6.2.3 Describe and interpret a data set using mean, median, mode, and range.	226A-226B, 226-229

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
A6.2.5 Estimate whether a game is mathematically fair or unfair; analyze and present probability data using simple fractions.	701-702
A6.2.6 Conduct simple probability experiments using concrete materials and represent the results using fractions and probability.	700A-700B, 700-703, 706A-706B, 706-709, 710A-710B, 710-713
<p>CONTENT STANDARD B: PROBLEM-SOLVING</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
B1.2.1 Read and summarize a problem, using mathematical terms and symbols.	12A-12B, 12-13, 24A-24B, 24-25, 38A-38B, 38-39, 90A-90B, 90-91, 94A-94B, 94-95, 140A-140B, 140-143, 156A-156B, 156-157, 198A-198B, 198-199, 222A-222B, 222-223, 278A-278B, 278-281, 290A-290B, 290-291, 326A-326B, 326-329, 342A-342B, 342-343, 396A-396B, 396-399, 460A-460B, 460-461, 474A-474B, 474-477, 512-A512B, 512-513, 538A-538B, 538-539, 584A-584B, 584-858, 600A-600B, 600-601, 648A-648B, 648-649, 662A-662B, 662-663, 696A-696B, 696-697, 714A-714B, 714-715

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<p>B1.2.2 Select and apply a variety of strategies including making a table, chart or list, drawing pictures, making a model, and comparing with previous experience to solve problems.</p>	<p>12A-12B, 12-13, 24A-24B, 24-25, 38A-38B, 38-39, 40-41, 90A-90B, 90-91, 94A-94B, 94-95, 102-103, 140A-140B, 140-143, 156A-156B, 156-157, 168-169, 198A-198B, 198-199, 222A-222B, 222-223, 234-235, 278A-278B, 278-281, 290A-290B, 290-291, 292-293, 326A-326B, 326-329, 342A-342B, 342-343, 344-345, 384A-384B, 384-385, 396A-396B, 396-399, 412-413, 460A-460B, 460-461, 474A-474B, 474-477, 478-479, 512A-512B, 512-513, 538A-538B, 538-539, 540-541, 584A-584B, 584-858, 600A-600B, 600-601, 602-603, 648A-648B, 648-649, 662A-662B, 662-663, 666-667, 696A-696B, 696-697, 714A-714B, 714-715, 716-717</p>
<p>B1.2.3 Explain and verify results of the original problem and apply what was learned to new situations.</p>	<p>12A-12B, 12-13, 24A-24B, 24-25, 38A-38B, 38-39, 90A-90B, 90-91, 94A-94B, 94-95, 140A-140B, 140-143, 156A-156B, 156-157, 198A-198B, 198-199, 222A-222B, 222-223, 278A-278B, 278-281, 290A-290B, 290-291, 326A-326B, 326-329, 342A-342B, 342-343, 384A-384B, 384-385, 396A-396B, 396-399, 460A-460B, 460-461, 474A-474B, 474-477, 512-A512B, 512-513, 538A-538B, 538-539, 584A-584B, 584-858, 600A-600B, 600-601, 648A-648B, 648-649, 662A-662B, 662-663, 696A-696B, 696-697, 714A-714B, 714-715</p>

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
<p>CONTENT STANDARD C: COMMUNICATION</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>C1.2.1 Use the mathematical vocabulary appropriate to the problem.</p>	<p>203, 301, 302-303, 421, 422-423, 603, 635, 651, 662A-662B, 662-663, 669, 675, 676-677, 715, 717, 719, 725, 726-727</p>
<p>C1.2.2 Represent mathematical and practical situations using concrete, pictorial, and symbolic representation.</p>	<p>4A-4B, 4-7, 8A-8B, 8-9, 28A-28B, 28-29, 34A-34B, 34-37, 204A-204B, 204-205, 206A-206B, 206-207, 208A-208B, 208-211, 212A-212B, 212-213, 216A-216B, 216-221, 500A-500B, 500-501, 502A-502B, 502-503, 504A-504B, 504-507, 624A-624B, 624-627</p>
<p>C1.2.3 Organize and communicate mathematical problem solving strategies and solutions to problems.</p>	<p>12A-12B, 12-13, 24A-24B, 24-25, 38A-38B, 38-39, 90A-90B, 90-91, 94A-94B, 94-95, 140A-140B, 140-143, 156A-156B, 156-157, 198A-198B, 198-199, 222A-222B, 222-223, 278A-278B, 278-281, 290A-290B, 290-291, 326A-326B, 326-329, 342A-342B, 342-343, 384A-384B, 384-385, 396A-396B, 396-399, 460A-460B, 460-461, 474A-474B, 474-477, 512-A512B, 512-513, 538A-538B, 538-539, 584A-584B, 584-858, 600A-600B, 600-601, 648A-648B, 648-649, 662A-662B, 662-663, 696A-696B, 696-697, 714A-714B, 714-715</p>

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
<p>CONTENT STANDARD D: REASONING <i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>D1.2.1 Draw logical conclusions about mathematical situations.</p>	<p>12A-12B, 12-13, 24A-24B, 24-25, 38A-38B, 38-39, 90A-90B, 90-91, 94A-94B, 94-95, 140A-140B, 140-143, 156A-156B, 156-157, 198A-198B, 198-199, 222A-222B, 222-223, 278A-278B, 278-281, 290A-290B, 290-291, 326A-326B, 326-329, 342A-342B, 342-343, 384A-384B, 384-385, 396A-396B, 396-399, 460A-460B, 460-461, 474A-474B, 474-477, 512-A512B, 512-513, 538A-538B, 538-539, 584A-584B, 584-858, 600A-600B, 600-601, 648A-648B, 648-649, 662A-662B, 662-663, 696A-696B, 696-697, 714A-714B, 714-715</p>
<p>D1.2.2 Given a rule or generalization, determine whether the example fits.</p>	<p>164A-164B, 164-165</p>
<p>D1.2.3 Justify answers and mathematical strategies as reasonable.</p>	<p>203, 301, 302-303, 421, 422-423, 603, 635, 651, 662A-662B, 662-663, 669, 675, 676-677, 715, 717, 719, 725, 726-727</p>
<p>CONTENT STANDARD E: CONNECTIONS <i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>E1.2.1 Apply mathematical processes to social studies.</p>	<p>30B, 68B, 200B, 282B, 392B, 434B, 584B, 628B</p>

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E1.2.2 Apply mathematical skills and processes to situations with friends and school.	79, 131, 211, 261, 371, 437, 527, 599

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Grade Five

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
<p>CONTENT STANDARD A2: MEASUREMENT</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A1.2.1 Read, write, model, order, and count with positive whole numbers to 1,000,000 and negative whole numbers.</p>	4A-4B, 3-5, 6A-6B, 6-7
<p>A1.2.2 Use, model, and identify place value positions from 0.001 to 1,000,000.</p>	4A-4B, 4-5, 8A-8B, 8-11
<p>A1.2.3 Model and explain the processes of multiplication and division. Describe the relationships among the four basic operations.</p>	88A-88B, 88-91, 94A-94B, 94-97, 152A-152B, 152-155, 156A-156B, 156-157, 158A-158B, 158-159, 160A-160B, 160-161
<p>A1.2.4 Identify and describe different uses for the same numerical representation.</p>	426A-426B, 426-429
<p>A1.2.5 Model and explain the process of adding and subtracting fractions with common denominators and decimals that represent money.</p>	38A-38B, 38-39, 40A-40B, 40-41, 460A-460B, 460-461
<p>A1.2.6 Identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers.</p>	162A-162B, 162-163, 164A-164B, 164-167, 712A-712B, 712-715

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A1.2.7 Demonstrate the commutative and identity properties of multiplication.	22A-22B, 22-25, 66A-66B, 66-67, 70A-70B, 70-71, 696A-696B, 696-699
<p>CONTENT STANDARD A2: MEASUREMENT</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
A2.2.1 Estimate and measure weights, lengths, and temperatures to the nearest unit using the metric and standard systems.	528A-528B, 528-531, 534A-534B, 534-535, 568A-568B, 568-569, 620A-620B, 620-621, 622A-622B, 622-623
A2.2.2 Identify and use equivalent measurements (e.g., 60 minutes = 1 hour, 7 days = 1 week).	536A-536B, 536-539, 562A-562B, 562-563
A2.2.3 Use a variety of measuring tools; describe the attribute(s) they measure.	332A-332B, 332-335, 532A-532B, 532-533, 540A-540B, 540-541, 548A-548B, 548-549, 550A-550B, 550-551, 552A-552B, 552-553, 554A-554B, 554-557
A2.2.4 Estimate and measure the dimensions of geometric figures.	528, 532, 534
A2.2.5 Tell time using analog and digital clocks identifying AM and PM; find elapsed time.	562A-562B, 562-563, 564A-564B, 564-567
A2.2.6 Read, write, and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation.	160A-160B, 160-161

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<p>CONTENT STANDARD A3: ESTIMATION AND COMPUTATION</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A3.2.1 Describe and use a variety of estimation strategies including rounding to the appropriate place value, multiplying by powers of 10, and using front-end estimation to check the reasonableness of solutions.</p>	<p>28A-28B, 28-31, 68A-68B, 68-70, 86A-86B, 86-87, 138A-138B, 138-143, 204A-204B, 204-209, 474A-474B, 474-475, 494A-494B, 494-495, 672A-672B, 672-675</p>
<p>A3.2.2 Recall and use basic multiplication and division facts orally, with paper and pencil without a calculator.</p>	<p>66A-66B, 66-67, 136A-136B, 136-137</p>
<p>A3.2.3 Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.</p>	<p>36A-36B, 36-37, 38A-38B, 38-39, 40A-40B, 40-41, 460A-460B, 460-461</p>
<p>A3.2.4 Multiply and divide multi-digit whole numbers by 2-digit numbers, limiting the 2-digit divisors to those that end in 0; multiply and divide decimals that represent money by whole numbers.</p>	<p>202A-202B, 202-203, 214A-214B, 214-217, 72A-72B, 72-75, 218A-218B, 218-221, 224A-224B, 224-225, 230A-230B, 230-231, 232A-232B, 232-233, 234A-234B, 234-237</p>
<p>A3.2.5 Find equivalent fractions. Convert between fractions and mixed numbers.</p>	<p>400A-400B, 400-401, 412A-412B, 412-413</p>
<p>A3.2.6 Develop and interpret scales and scale models.</p>	<p>662A-662B, 662-663</p>

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<p>CONTENT STANDARD A4: FUNCTIONS AND RELATIONSHIPS</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A4.2.1 Use patterns and their extensions to make predictions and solve problems; describe patterns found in the number system including those formed by multiples, factors, perfect squares, and powers of 10.</p>	<p>14A-14B, 14-17, 66A-66B, 66-67, 84A-84B, 84-85, 106A-106B, 106-107, 136A-136B, 136-137, 728A-728B, 728-729</p>
<p>A4.2.2 Generate and solve simple functions by identifying and applying multiplication and division patterns.</p>	<p>106A-106B, 106-107, 728A-728B, 728-729</p>
<p>A4.2.3 Use a calculator to find a missing item in a number sequence.</p>	<p>Related material: 66A-66B, 66-67, 84A-84B, 84-85, 106A-106B, 106-107</p>
<p>A4.2.4 Use words, lists, and tables to represent and analyze patterns.</p>	<p>14A-14B, 14-17, 66A-66B, 66-67, 84A-84B, 84-85, 106A-106B, 106-107, 136A-136B, 136-137, 728A-728B, 728-729</p>
<p>A4.2.5 Explain the purpose of variables and use them in open sentences to express relationships and describe simple functions.</p>	<p>106A-106B, 106-107, 728A-728B, 728-729</p>
<p>CONTENT STANDARD A5: GEOMETRY</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A5.2.1 Identify and compare various triangles and quadrilaterals according to their sides and/or angles.</p>	<p>342A-342B, 342-345, 346A-346B, 346-351</p>

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A5.2.2 Compare and contrast plane and solid figures (e.g., circle/sphere, square/cube, triangle/pyramid) using relevant attributes, including the number of vertices, edges, and the number and shape of faces.	594A-594B, 594-597
A5.2.3 Identify and model geometric figures that are congruent, similar, and/or symmetrical.	360A-360B, 360-363, 368A-368B, 368-371
A5.2.4 Distinguish between area and perimeter; find both using a variety of methods including rulers, grid paper, and tiles.	548A-548B, 548-549, 550A-550B, 550-551, 552A-552B, 552-553, 554A-554B, 554-557
A5.2.5 Identify and model transformations of geometric figures, describing the motions as slides, flips, or rotations.	364A-364B, 364-367
A5.2.6 Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid.	724A-724B, 724-727
A5.2.7 Sketch and identify line segments, midpoints, intersections, parallel, and perpendicular lines.	328A-328B, 328-331
CONTENT STANDARD A6: STATISTICS/PROBABILITY <i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i>	
A6.2.1 Collect, organize, and display data creating a variety of visual displays including tables, charts, and line graphs.	262A-262B, 262-265, 266A-266B, 266-269, 270A-270B, 270-275, 286A-286B, 286-287

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A6.2.2 Present the data using a variety of appropriate representations and explain the meaning of the data.	262A-262B, 262-265, 266A-266B, 266-269, 270A-270B, 270-275, 286A-286B, 286-287
A6.2.3 Describe and interpret a data set using mean, median, mode, and range.	282A-282B, 282-285
A6.2.5 Estimate whether a game is mathematically fair or unfair; analyze and present probability data using simple fractions.	303-304
A6.2.6 Conduct simple probability experiments using concrete materials and represent the results using fractions and probability.	296A-296B, 296-299, 300A-300B, 300-301, 302A-032B, 302-305
<p>CONTENT STANDARD B: PROBLEM-SOLVING</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
B1.2.1 Read and summarize a problem, using mathematical terms and symbols.	32A-32B, 32-33, 42A-42B, 42-43, 80A-80B, 80-81, 104A-104B, 104-105, 144A-144B, 144-145, 168A-168B, 168-169, 210A-210B, 210-211, 226A-226B, 226-227, 276A-276B, 276-279, 272A-272B, 272-273, 352A-352B, 352-355, 356A-356B, 356-357, 406A-406B, 406-407, 434A-434B, 434-437, 484A-484B, 484-487, 504A-504B, 504-505, 558A-558B, 558-559, 570A-570B, 570-571, 606A-606B, 606-607, 624A-624B, 624-625, 660A-660B, 660-661, 664A-664B, 664-665, 706A-706B, 706-709, 720A-720B, 720-721

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<p>B1.2.2 Select and apply a variety of strategies including making a table, chart or list, drawing pictures, making a model, and comparing with previous experience to solve problems.</p>	<p>32A-32B, 32-33, 42A-42B, 42-43, 44-45, 80A-80B, 80-81, 104A-104B, 104-105, 110-111, 144A-144B, 144-145, 168A-168B, 168-169, 180-181, 210A-210B, 210-211, 226A-226B, 226-227, 238-239, 276A-276B, 276-279, 272A-272B, 272-273, 306-307, 352A-352B, 352-355, 356A-356B, 356-357, 372-373, 406A-406B, 406-407, 434A-434B, 434-437, 438-439, 484A-484B, 484-487, 504A-504B, 504-505, 506-507, 558A-558B, 558-559, 570A-570B, 570-571, 572-573, 606A-606B, 606-607, 624A-624B, 624-625, 626-627, 660A-660B, 660-661, 664A-664B, 664-665, 676-677, 706A-706B, 706-709, 720A-720B, 720-721, 730-731</p>
<p>B1.2.3 Explain and verify results of the original problem and apply what was learned to new situations.</p>	<p>32A-32B, 32-33, 42A-42B, 42-43, 80A-80B, 80-81, 104A-104B, 104-105, 144A-144B, 144-145, 168A-168B, 168-169, 210A-210B, 210-211, 226A-226B, 226-227, 276A-276B, 276-279, 272A-272B, 272-273, 352A-352B, 352-355, 356A-356B, 356-357, 434A-434B, 434-437, 484A-484B, 484-487, 504A-504B, 504-505, 558A-558B, 558-559, 570A-570B, 570-571, 606A-606B, 606-607, 624A-624B, 624-625, 660A-660B, 660-661, 664A-664B, 664-665, 706A-706B, 706-709, 720A-720B, 720-721</p>
<p>CONTENT STANDARD C: COMMUNICATION</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>C1.2.1 Use the mathematical vocabulary appropriate to the problem.</p>	<p>52-53, 118-119, 188-189, 246-247, 314-315, 380-381, 446-447, 514-515, 580-581, 634-635, 684-685, 738-739</p>

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C1.2.2 Represent mathematical and practical situations using concrete, pictorial, and symbolic representation.	262A-262B, 262-265, 266A-266B, 266-269, 270A-270B, 270-275, 286A-286B, 286-287, 548A-548B, 548-549, 550A-550B, 550-551, 552A-552B, 552-553, 554A-554B, 554-557
C1.2.3 Organize and communicate mathematical problem solving strategies and solutions to problems.	292A-292B, 292-293, 356A-356B, 356-357, 570A-570B, 570-571, 664A-664B, 664-665, 720A-720B, 720-721
CONTENT STANDARD D: REASONING <i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i>	
D1.2.1 Draw logical conclusions about mathematical situations.	32A-32B, 32-33, 42A-42B, 42-43, 80A-80B, 80-81, 104A-104B, 104-105, 144A-144B, 144-145, 168A-168B, 168-169, 210A-210B, 210-211, 226A-226B, 226-227, 276A-276B, 276-279, 272A-272B, 272-273, 352A-352B, 352-355, 356A-356B, 356-357, 406A-406B, 406-407, 434A-434B, 434-437, 484A-484B, 484-487, 504A-504B, 504-505, 558A-558B, 558-559, 570A-570B, 570-571, 606A-606B, 606-607, 624A-624B, 624-625, 660A-660B, 660-661, 664A-664B, 664-665, 706A-706B, 706-709, 720A-720B, 720-721
D1.2.2 Given a rule or generalization, determine whether the example fits.	106A-106B, 106-107
D1.2.3 Justify answers and mathematical strategies as reasonable.	28A-28B, 28-31, 68A-68B, 68-70, 86A-86B, 86-87, 138A-138B, 138-143, 204A-204B, 204-209, 474A-474B, 474-475, 494A-494B, 494-495, 672A-672B, 672-675

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<p>CONTENT STANDARD E: CONNECTIONS</p> <p><i>Between <u>ages 8-10</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>E1.2.1 Apply mathematical processes to social studies.</p>	<p>26B, 76B, 364B, 406B, 474B, 614B, 648B</p>
<p>E1.2.2 Apply mathematical skills and processes to situations with friends and school.</p>	<p>25, 75, 179, 217, 291, 335, 423, 469, 539, 699</p>

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Alaska Mathematics Performance Standards**

Grade Six

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<p>CONTENT STANDARD A2: MEASUREMENT</p> <p><i>Between <u>ages 11-14</u>, students know and are able to do everything required at earlier ages and:</i></p>	
A1.3.1 Read, write, model, and order real numbers, explaining scientific notation, exponents and percents.	4A-4B, 4-7, 12A-12B, 12-13
A1.3.2 Model counting in a different base system.	110A-110B, 110-111
A1.3.4 Translate between equivalent representations of the same number. Select a representation that is appropriate for the situation.	164A-164B, 164-167, 168A-168B, 168-169, 172A-172B, 172-175, 358A-358B, 358-361
A1.3.5 Describe and model the relationship of fractions to decimals, percents, ratios, and proportions.	300A-300B, 300-301, 316A-316B, 316-317, 358A-358B, 358-361
A1.3.6 Use, explain, and define the rules of divisibility, prime and composite numbers, multiples, and order of operations.	24A-24B, 24-27, 142A-142B, 142-145, 146A-146B, 146-149, 152A-152B, 152-156
A1.3.7 Use commutative, identity, and distributive properties with variables.	28A-28B, 28-29, 30A-30B, 30-31, 44A-44B, 44-47

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<p>CONTENT STANDARD A2: MEASUREMENT</p> <p><i>Between <u>ages 11-14</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A2.3.1 Estimate and measure various dimensions to a specified degree of accuracy.</p>	542A-542B, 542-545, 546A-546B, 546-549
<p>A2.3.2 Estimate and convert measurements within the same system.</p>	542A-542B, 542-545, 546A-546B, 546-549
<p>A2.3.3 Use a variety of methods and tools to construct and compare plane figures.</p>	484A-484B, 484-489, 494A-494B, 494-495, 496A-496B, 496-499, 500A-500B, 500-501
<p>A2.3.4 Describe and apply the relationships between dimensions of geometric figures to solve problems using indirect measurement; describe and apply the concepts of rate and scale.</p>	330A-330B, 330-333
<p>A2.3.5 Apply information about time zones and elapsed time to solve problems.</p>	554A-554B, 554-559
<p>CONTENT STANDARD A3: ESTIMATION AND COMPUTATION</p> <p><i>Between <u>ages 11-14</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>A3.3.1 Apply, explain, and assess the appropriateness of a variety of estimation strategies including truncating and rounding to compatible numbers.</p>	16A-16B, 16-17, 18A-18B, 18-19, 216A-216B, 216-217, 256A-256B, 256-257, 368A-368B, 368-369

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A3.3.2 Apply basic operations efficiently and accurately, using estimation to check the reasonableness of results.	16A-16B, 16-17, 18A-18B, 18-19, 216A-216B, 216-217, 256A-256B, 256-257, 368A-368B, 368-369
A3.3.3 Add and subtract fractions, decimals, and percents.	86A-86B, 86-89, 204A-204B, 204-205, 206A-206B, 206-211, 218A-218B, 218-219, 220A-220B, 220-223
A3.3.4 Multiply and divide rational numbers in various forms including fractions, decimals, and percents.	90A-90B, 90-93, 94A-94B, 94-97, 248A-248B, 248-251, 252A-252B, 252-255, 266A-266B, 266-269, 270A-270B, 270-271
A3.3.5 Convert between equivalent fractions, decimals, percents, and proportions. Convert from exact to decimal representations of irrational numbers.	164A-164B, 164-167, 168A-168B, 168-169, 172A-172B, 172-175, 358A-358B, 358-361
A3.3.6 Solve problems using ratios and proportions.	300A-300B, 300-301, 302-302A-302B, 302-305, 316A-316B, 316-317, 318A-318B, 318-321
<p>CONTENT STANDARD A4: FUNCTIONS AND RELATIONSHIPS</p> <p><i>Between <u>ages 11-14</u>, students know and are able to do everything required at earlier ages and:</i></p>	
A4.3.1 Identify numeric and geometric patterns to find the next term and predict the nth term.	212A-212B, 212-213, 444A-444B, 444-447
A4.3.2 Identify and describe how a change in one variable in a function affects the remaining variables (e.g., how changing the length affects the area and volume of a rectangular prism).	444A-444B, 444-447, 448A-448B, 448-449

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A4.3.3 Use a calculator to find a missing item in an arithmetic and a geometric sequence; predict the graph of each function.	Related material: 444A-444B, 444-447, 448A-448B, 448-449
A4.3.4 Translate among and use tables of ordered pairs, graphs on coordinate planes, and linear equations as tools to represent and analyze patterns.	444A-444B, 444-447, 448A-448B, 448-449, 718A-718B, 718-721
A4.3.5 Find the value of a variable by evaluating formulas and algebraic expressions for given values.	40A-40B, 40-43, 44A-44B, 44-47, 48A-48B, 48-51
CONTENT STANDARD A5: GEOMETRY <i>Between <u>ages 11-14</u>, students know and are able to do everything required at earlier ages and:</i>	
A5.3.1 Identify, classify, compare, and sketch regular and irregular polygons.	494A-494B, 494-495, 496A-496B, 496-499, 500A-500B, 500-501, 502A-502B, 502-503
A5.3.2 Model, identify, draw, and describe 3-dimensional figures including tetrahedrons, dodecahedrons, triangular prisms, and rectangular prisms.	586A-586B, 586-589
A5.3.3 Apply the properties of equality and proportionality to solve problems involving congruent or similar shapes.	330A-330B, 330-333
A5.3.4 Estimate and determine volume and surface areas of solid figures using manipulatives and formulas; estimate and find circumferences and areas of circles.	502A-502B, 502-503, 594A-594B, 594-597
A5.3.5 Draw and describe the results of transformations including translations (slides), rotations (turns), reflections (flips), and dilations (shrinking or enlarging).	510A-510B, 510-511

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A5.3.6 Use coordinate geometry to represent and interpret relationships defined by equations and formulas including distance and midpoint.	448A-448B, 448-449, 718A-718B, 718-721
A5.3.7 Draw, measure, and construct geometric figures including perpendicular bisectors, polygons with given dimensions and angles, circles with given dimensions, perpendicular and parallel lines.	472A-472B, 472-475, 476A-476B, 476-479, 480A-480B, 480-483, 484A-484B, 484-489
CONTENT STANDARD A6: STATISTICS/PROBABILITY <i>Between <u>ages 11-14</u>, students know and are able to do everything required at earlier ages and:</i>	
A6.3.1 Collect, analyze, and display data in a variety of visual displays including frequency distributions, circle graphs, box and whisker plots, stem and leaf plots, histograms, and scatter plots with and without technology.	624A-624B, 624-627, 628A-628B, 628-631, 636A-636B, 636-637, 638A-638B, 638-641, 642A-642B, 642-647
A6.3.2 Interpret and analyze information found in newspapers, magazines, and graphical displays.	624A-624B, 624-627, 628A-628B, 628-631, 636A-636B, 636-637, 638A-638B, 638-641, 642A-642B, 642-647
A6.3.3 Determine and justify a choice of mean, median, or mode as the best representation of data for a practical situation.	624A-624B, 624-627
A6.3.4 Make projections based on available data and evaluate whether or not inferences can be made given the parameters of the data.	636A-636B, 636-637, 638A-638B, 638-641
A6.3.5 Use tree diagrams and sample spaces to make predictions about independent events.	654A-654B, 654-657, 658A-658B, 658-661

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A6.3.6 Design and conduct a simulation to study a problem and communicate the results.	662A-662B, 662-663, 664A-664B, 664-667
<p>CONTENT STANDARD B: PROBLEM-SOLVING</p> <p><i>Between <u>ages 11-14</u>, students know and are able to do everything required at earlier ages and:</i></p>	
B1.3.1 Analyze and summarize a problem using the relationships between the known facts and unknown information.	20A-20B, 20-21, 36A-36B, 36-37, 52A-52B, 52-53, 98A-98B, 98-99, 116A-116B, 116-119, 156A-156B, 156-157, 180A-180B, 180-181, 212A-212B, 212-213, 226A-226B, 226-227, 264A-264B, 264-265, 278A-278B, 278-279, 312A-312B, 312-313, 324A-324B, 324-235, 362A-362B, 362-363, 374A-374B, 374-375, 414A-414B, 414-415, 434A-434B, 434-436, 490A-490B, 490-491, 512A-512B, 512-513, 560A-560B, 560-561, 582A-582B, 582-583, 648A-648B, 648-649, 674A-674B, 674-675, 676A-676B, 676-677, 706A-706B, 706-707, 710A-710B, 710-711
B1.3.2 Select, modify, and apply a variety of problem-solving strategies including graphing, inductive and deductive reasoning, Venn diagram, and spreadsheets.	36A-36B, 36-37, 52A-52B, 52-53, 54-55, 98A-98B, 98-99, 116A-116B, 116-119, 120-121, 156A-156B, 156-157, 180A-180B, 180-181, 182-183, 212A-212B, 212-213, 226A-226B, 226-227, 228-229, 230-231, 264A-264B, 264-265, 278A-278B, 278-279, 280-281, 312A-312B, 312-313, 324A-324B, 362A-362B, 362-363, 374A-374B, 374, 375, 388-389, 414A-414B, 414-415, 434A-434B, 434-436, 450-451, 490A-490B, 490-491, 512A-512B, 512-513, 520-521, 560A-560B, 560-561, 582A-582B, 582-583, 598-599, 648A-648B, 648-649, 674A-674B, 674-675, 676A-676B, 676-677, 706A-706B, 706-707, 710A-710B, 710-711, 724-725

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<p>B1.3.3 Evaluate, interpret, and justify solutions to problems.</p>	<p>20A-20B, 20-21, 36A-36B, 36-37, 52A-52B, 52-53, 98A-98B, 98-99, 116A-116B, 116-119, 156A-156B, 156-157, 180A-180B, 180-181, 212A-212B, 212-213, 226A-226B, 226-227, 264A-264B, 264-265, 278A-278B, 278-279, 312A-312B, 312-313, 324A-324B, 324-235, 362A-362B, 362-363, 374A-374B, 374-375, 414A-414B, 414-415, 434A-434B, 434-436, 490A-490B, 490-491, 512A-512B, 512-513, 560A-560B, 560-561, 582A-582B, 582-583, 648A-648B, 648-649, 674A-674B, 674-675, 676A-676B, 676-677, 706A-706B, 706-707, 710A-710B, 710-711</p>
<p>CONTENT STANDARD C: COMMUNICATION</p> <p><i>Between <u>ages 11-14</u>,, students know and are able to do everything required at earlier ages and:</i></p>	
<p>C1.3.1 Use math vocabulary, symbols, and notation to represent information in the problem.</p>	<p>62-63, 128-129, 190-191, 136-137, 288-289, 342-343, 396-397, 458-459, 528-529, 606-607, 684-685, 732-733</p>
<p>C1.3.2 Represent a problem numerically, graphically, and symbolically; translate among these alternative representations.</p>	<p>628A-628B, 628-631, 632A-632B, 632-633, 636A-636B, 636-637, 638A-638B, 638-641, 642A-642B, 642-647, 650A-650B, 650-651, 69A-698B, 698-699, 718A-718B, 718-121</p>
<p>C1.3.3 Use appropriate vocabulary, symbols, and technology to explain, justify, and defend mathematical solutions.</p>	<p>278A-278B, 278-279, 324A-324B, 324-325, 362A-362B, 362-363, 512A-512B, 512-513, 674A-674B, 674-675</p>

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<p>CONTENT STANDARD D: REASONING <i>Between <u>ages 11-14</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>D1.3.1 Use informal deductive and inductive reasoning in both concrete and abstract contexts.</p>	<p>20A-20B, 20-21, 36A-36B, 36-37, 52A-52B, 52-53, 98A-98B, 98-99, 116A-116B, 116-119, 156A-156B, 156-157, 180A-180B, 180-181, 212A-212B, 212-213, 226A-226B, 226-227, 264A-264B, 264-265, 278A-278B, 278-279, 312A-312B, 312-313, 324A-324B, 324-235, 362A-362B, 362-363, 414A-414B, 414-415, 434A-434B, 434-436, 490A-490B, 490-491, 512A-512B, 512-513, 560A-560B, 560-561, 582A-582B, 582-583, 648A-648B, 648-649, 674A-674B, 674-675, 676A-676B, 676-677, 706A-706B, 706-707, 710A-710B, 710-711</p>
<p>D1.3.2 State counterexamples to disprove statements.</p>	<p>264A-264B, 264-265, 278A-278B, 278-279, 312A-312B, 312-313, 324A-324B, 324-235, 362A-362B, 362-363, 374A-374B, 374-375, 414A-414B, 414-415, 434A-434B, 434-436, 490A-490B, 490-491, 512A-512B, 512-513, 560A-560B, 560-561, 648A-648B, 648-649, 674A-674B, 674-675, 676A-676B, 676-677, 706A-706B, 706-707, 710A-710B, 710-711</p>

Alaska Performance Standards	Scott Foresman – Addison Wesley Mathematics
<p>D1.3.3 Justify and defend the validity of mathematical strategies and solutions using examples and counterexamples.</p>	<p>36A-36B, 36-37, 52A-52B, 52-53, 98A-98B, 98-99, 116A-116B, 116-119, 156A-156B, 156-157, 180A-180B, 180-181, 212A-212B, 212-213, 264A-264B, 264-265, 278A-278B, 278-279, 312A-312B, 312-313, 324A-324B, 324-235, 362A-362B, 362-363, 374A-374B, 374-375, 414A-414B, 414-415, 434A-434B, 434-436, 490A-490B, 490-491, 512A-512B, 512-513, 560A-560B, 560-561, 582A-582B, 582-583, 648A-648B, 648-649, 674A-674B, 674-675, 676A-676B, 676-677, 706A-706B, 706-707, 710A-710B, 710-711</p>
<p>CONTENT STANDARD E: CONNECTIONS</p> <p><i>Between <u>ages 11-14</u>, students know and are able to do everything required at earlier ages and:</i></p>	
<p>E1.3.1 Apply mathematical skills and processes to science and humanities.</p>	<p>35, 103, 175, 223, 269, 309, 383, 466, 479, 557, 645, 721</p>
<p>E1.3.2 Apply mathematical skills and processes to situations with peers and community.</p>	<p>29, 93, 255, 361, 443, 715</p>