A Correlation of

to the

Florida

Sunshine State Standards & Grade Level Expectations

Grade Four

T/M-132A

Scott Foresman – Addison Wesley Mathematics— 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 Florida Sunshine State Standards and Grade Level Expectations. Correlation page references are to the Teacher Edition, which contains facsimile Pupil 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.

CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS

SUBJECT: **MATHEMATICS**

SUBMISSION TITLE: **SCOTT FORESMAN – ADDISON WESLEY MATHEMATICS**

PUBLISHER: **SCOTT FORESMAN**

GRADE: **FOUR**

STRAND A: **NUMBER SENSE, CONCEPTS, AND OPERATIONS**

STANDARD 1: **THE STUDENT UNDERSTANDS THE DIFFERENT WAYS NUMBERS ARE REPRESENTED AND USED IN THE REAL WORLD.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
MA.A.1.2.1: The student names whole numbers combining 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.	**1. reads, writes, and identifies whole numbers through millions or more.**	4A, 4-7, 8A, 8-9, 21, 40, 52-55	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. reads, writes, and identifies fractions and mixed numbers with denominators including 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 100, and 1000.	500A, 500-501, 502-503, 504A, 504-507, 510-511, 530A, 530-533, 552-555	I
	3. reads, writes, and identifies decimals through hundredths.	28A, 28-29, 34A, 34-37, 54-55, 628A, 628-629, 678-679	I
Benchmark MA.A.1.2.2: The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.	**1. uses language and symbols (>, <, =) to compare numbers in the same form and in two different forms such as ¾ <1.**	16A, 16-19, 53, 192A, 192-195, 246, 522A, 522-523, 524A, 524-527, 534A, 534-535, 552-555, 630A, 630-631, 678-679	I
	2. compares and orders whole numbers through millions or more, using concrete materials, number lines, drawings, and numerals.	16A, 16-19, 52-55	I
	3. compares and orders commonly used fractions and decimals to hundredths using concrete materials, drawings, and numerals.	522A, 522-533, 524A, 524-527, 534A, 534-535, 552-555, 622I, 630A, 630-631, 666A, 666-667, 678-681	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	4. locates whole numbers, fractions, mixed numbers, and decimals on a number line.	4-7, 16-19, 52-55, 504A, 504-507, 534-535, 552-555, 628-629, 632-633, 678-681	I
Benchmark MA.A.1.2.3: The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.	**1. translates problem situations into diagrams and models using whole numbers, fractions, mixed numbers and decimals to hundredths including money notation.**	22A, 22-33, 30A, 30-31, 32A, 32-33, 320A, 320-323, 357, 502A, 502-503, 504A, 504-507, 512A, 512-513, 516A, 516-519, 552-555, 712-713	I
Benchmark MA.A.1.2.4: The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.	**1. uses concrete materials to model equivalent forms of whole numbers, fractions, and decimals.**	4A, 4-7, 10A, 16A, 34A, 34-37, 52-55, 498I, 500A, 500-501, 502A, 502-503, 504A, 504-507, 516A, 516-519, 530A, 530-533, 552-555, 624A, 624-627, 678-679	I
	2. identifies equivalent forms of numbers.	2J, 8A, 10A, 10-11, 34A, 34-37, 516A, 516-519, 519, 520A, 520-521, 530A, 530-533, 552-555, 624A, 624-627, 678-679	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, decimals, fractions, and mixed numbers.	516A, 516-519, 520A, 520-521, 552-555, 624A, 624-627, 678-679	I

CORRELATION
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PUBLISHER: **SCOTT FORESMAN**

GRADE: **FOUR**

STRAND A: **NUMBER SENSE, CONCEPTS, AND OPERATIONS**

STANDARD 2: **THE STUDENT UNDERSTANDS NUMBER SYSTEMS**.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.2.2.1: The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.	**1. knows the value of a given digit in whole numbers to hundred thousands, including writing and interpreting expanded forms of numbers.**	2I, 4A, 4-7, 8A, 8-9, 10A, 10-11, 28A, 28-29, 52-55, 628A, 628-629, 678-679	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.2.2.2: The student recognizes and compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten.	**1. uses concrete materials and symbolic notation to represent numbers in bases other than base ten, such as base five.**	7	**M**
	2. reads, writes, and compares the decimal number system to the Roman numeral system using the Roman numerals I, V, X, L, C, D, and M.	195	M

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GRADE: **FOUR**

STRAND A: **NUMBER SENSE, CONCEPTS, AND OPERATIONS**

STANDARD 3: **THE STUDENT UNDERSTANDS THE EFFECTS OF OPERATIONS ON NUMBERS AND THE RELATIONSHIP AMONG THESE OPERATIONS, SELECTS APPROPRIATE OPERATIONS, AND COMPUTES FOR PROBLEM SOLVING.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.3.2.1: The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on	**1. recalls (from memory) basic multiplication facts and related division facts.**	122I, 128A, 128-131, 136A, 136-137, 146A, 148A, 148-149, 150A, 150-151, 152A, 152-153, 180-183	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) **whole numbers, including the inverse relationship of multiplication and division.**			
	2. knows the inverse relationship of multiplication and division and demonstrates that relationship by writing related fact families.	122J, 148A, 148-149, 150A, 150-151, 180-183	I
	3. explains and demonstrates the multiplication and division of whole numbers using manipulatives, drawings, and algorithms.	124A, 124-127, 146A, 146-147, 154A, 154-155, 180-183, 254J, 262A, 262-263, 264A, 264-267, 270A, 270-273, 274A, 274-275, 282A, 282-283, 304-307, 312I-312J, 320A, 320-323, 332A, 332-335, 336A, 336-337, 338A, 338-339, 356-359, 364I-364J, 366A, 366-367, 372A, 372-373, 374A, 374-377, 380A, 380-383, 386A, 386-389, 390A, 390-391, 424-427	I
	4. explains and demonstrates the addition and subtraction of common fractions using concrete materials, drawings, story problems, and algorithms.	564A, 564-567, 568A, 568-571, 574A, 574-577, 578A, 578-579, 614-617	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	5. explains and demonstrates the addition and subtraction of decimals (to hundredths) using concrete materials, drawings, story problems, and algorithms.	80-81, 82-85, 114-117, 638A, 638-640, 642A, 642-645, 678-681	I
	6. knows the properties of numbers including the following: • **the identity, commutative, and associative properties of addition** • **the zero and identity properties of multiplication** • **the commutative, associative, and distributive properties of multiplication.**	62-63, 80A, 80-81, 128-131, 132A, 132-133, 180-183, 262-263, 264A, 264-267, 288A, 288-289, 304-307	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	7. predicts the relative size of solutions in the following: • **addition, subtraction, multiplication, and division of whole numbers** • **addition and subtraction of common fractions** • **addition and subtraction of decimals to hundredths**	68-71, 72A, 72-73, 78, 114-117, 316A, 316-319, 562A, 562-563, 614	I
Benchmark MA.A.3.2.2: The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.	**1. uses problem-solving strategies to determine the operation(s) needed to solve one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions.**	12A, 12-13, 140A, 140-143, 222A, 222-223, 290A, 290-291, 394-395, 396A, 396-399, 649, 714A, 714-715	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.3.2.3: The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.	**1. solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions using an appropriate method (for example, mental math, pencil and paper, calculator).**	6, 12A, 12-13, 40-41, 62A, 62-63, 64-67, 82-85, 86A, 86-87, 102-103, 114-117, 124-127, 128-131, 132-135, 146A, 146-147, 150A, 150-151, 154A, 154-155, 156-157, 168A, 168-169, 262A, 262-263, 270-273, 274-275, 282-283, 290A, 290-291, 292-293, 304-307, 314-315, 332-335, 338-339, 344-345, 384A, 384-385, 386-389, 390-391, 408-411, 412-413, 474A, 474-475, 478-479, 512A, 512-513, 568-571, 574-577, 600A, 600-601, 602-603, 642-645, 666-667, 696A, 696-697, 716-717	I
	2. explains the reason for choosing a particular computing method for a particular problem.	86A, 86-87, 282A, 282-283, 338A, 338-339	I
	3. solves real-world multiplication problems with whole numbers (three digits by one digit) using concrete materials, drawings, and pencil and paper.	274-275, 288-289, 290-291, 304-307	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	4. solves real-world division problems having divisors of one digit and dividends of three digits, with or without remainders.	366-367, 372-373, 386A, 386-389, 390-391, 392A, 392-393, 424-427	I
	5. solves real-world problems involving the addition or subtraction of decimals (to hundredths) or common fractions with like or unlike denominators.	30A, 30-31, 32A, 32-33, 52-55, 564-567, 568-571, 574-577, 578-581, 614-617, 639-640, 642-645	I

CORRELATION
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PUBLISHER: **SCOTT FORESMAN**

GRADE: **FOUR**

STRAND A: **NUMBER SENSE, CONCEPTS, AND OPERATIONS**

STANDARD 4: **THE STUDENT USES ESTIMATION IN PROBLEM SOLVING AND COMPUTATION.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.4.2.1: The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.	**1. chooses, describes, and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.**	60I, 68A, 68-71, 72A, 72-73, 254I, 258-261, 316A, 316-319, 368A, 368-371, 538-539, 560I, 600A, 600-601, 636A, 636-637, 662-663	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. estimates quantities of objects to 500 or more and justifies and explains the reasoning for the estimates (for example, using compatible numbers, benchmark numbers, unitizing).	22A, 22-23	I

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STRAND A: **NUMBER SENSE, CONCEPTS, AND OPERATIONS**

STANDARD 5: **THE STUDENT UNDERSTANDS AND APPLIES THEORIES RELATED TO NUMBERS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.5.2.1: The student understands and applies basic number theory concepts, including primes, composites, factors, and multiples.	**1. knows factors and multiples of numbers to 100.**	124A, 124-127, 128A, 128-131, 132-135, 180-181	I
	2. multiplies by 10, 100, and 1,000 recognizing and demonstrating patterns.	22A, 22-23, 136-137, 256A, 256-257, 314A, 314-315, 356-357, 641	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. knows rules of divisibility for 2, 3, 5, 9, and 10.	402A, 402-403	I
	4. uses models to identify perfect squares to 100.	323	I

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PUBLISHER: **SCOTT FORESMAN**

GRADE: **FOUR**

STRAND B: **MEASUREMENT**

STANDARD 1: **THE STUDENT MEASURES QUANTITIES IN THE REAL WORLD AND USES THE MEASURES TO SOLVE PROBLEMS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.1.2.1: The student uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.	**1. knows measurement concepts and can use oral and written language to communicate them.**	588A, 588-589, 592A, 594A, 594-595, 596A, 596-599, 614-617, 652A, 652-653, 654A, 654-655, 656A, 656-657, 658A, 658-661, 664A, 664-665	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. uses a wide variety of models (for example, manipulatives, diagrams) and applies counting procedures to investigate measurements of length, area, volume, and perimeter.	464A, 464-467, 468A, 468-471, 476A, 476-477, 490-493	I
	3. knows about varied time intervals, including decades, hours, minutes, and seconds.	188I, 190A, 190-191, 192A, 192-195, 246-247	I
	4. investigates angle measures using models and manipulatives for the common angles of 45°, 90°, and 180° (straight angle) and uses these angles as reference points for measures of other angles.	440A, 440-443, 490	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.1.2.2: The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.	**1. solves real-world problems involving measurement of the following:** • **length (for example, millimeter, quarter-inch, foot, yard, meter)** • **weight (for example, pounds, ounces, kilograms, grams)** • **capacity (for example, cup, milliliters)** • **temperature (Fahrenheit and Celsius)** • **angles (right and straight)**	590A, 590-591, 592A, 592-593, 600-601, 656A, 656-657, 658A, 658-660, 664A, 664-665, 678-681	I
	2. solves real-world problems involving perimeter, area, and volume using concrete, graphic, or pictorial models.	464A, 464-467, 468A, 468-471, 474A, 474-475, 476A, 476-477, 493, 588A, 588-589, 590A, 590-591, 616, 646-647, 654A, 654-655	I
	3. uses schedules, calendars, and elapsed time to solve real-world problems.	168A, 196A, 196-197, 198A, 200A, 200-201, 246-247	I

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STRAND B: **MEASUREMENT**

STANDARD 2: **THE STUDENT COMPARES, CONTRASTS, AND CONVERTS WITHIN SYSTEMS OF MEASUREMENT (BOTH STANDARD/NONSTANDARD AND METRIC/CUSTOMARY).**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.2.2.1: The student uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.	**1. devises nonstandard, indirect ways to compare lengths (for example, compare the height of a cylinder to the distance around it).**	588A, 588-589, 590A, 590-591	M
	2. uses customary and metric units to compare length, weight, and capacity or volume.	594A, 594-595, 596A, 596-599, 616-617, 658A, 658-660	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. uses multiplication or division to convert units of measure within either the customary or metric system (for example: 100 cm =1 m).	560J, 596A, 596-599, 602-603, 652A, 652-653, 654A, 654-655, 656A, 656-657, 658A, 658-660, 690-691	I
Benchmark MA.B.2.2.2: The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size.	**1. knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, standard - student chooses feet or inches instead of yards to measure a classroom desk; nonstandard - student chooses a pencil or his or her hand to measure a classroom desk).**	588A, 588-589, 600-601, 652A-652B, 652-653	I
	2. knows an appropriate unit of measure (standard or nonstandard) to measure weight and capacity.	592A, 592-593, 594A, 594-595, 654A, 654-655, 656A, 656-657	I

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STRAND B: **MEASUREMENT**

STANDARD 3: **THE STUDENT ESTIMATES MEASUREMENTS IN REAL-WORLD PROBLEM SITUATIONS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.3.2.1: The student solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.	**1. knows how to determine whether an accurate or estimated measurement is needed for a solution.**	600A, 600-601	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. using real-world settings, objects, graph paper, or charts, solves problems involving estimated measurements, including the following: • **length to nearest half-inch, centimeter** • **weight to nearest ounce, gram** • **time to nearest five-minute interval** • **temperature to nearest five-degree interval** • **money to nearest $1.00 (combination of coin and currency)**	589, 600A, 600-601, 664A, 664-665	M
	3. knows how to estimate the area and perimeter of regular and irregular polygons using graph paper, geoboard, or other objects.	464, 471, 493	I
	4. knows how to estimate the volume of a rectangular prism using manipulatives or graphic representation.	476-477, 493	I

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STRAND B: **MEASUREMENT**

STANDARD 4: **THE STUDENT SELECTS AND USES APPROPRIATE UNITS AND INSTRUMENTS FOR MEASUREMENT TO ACHIEVE THE DEGREE OF PRECISION AND ACCURACY REQUIRED IN REAL-WORLD SITUATIONS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.4.2.1: The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.	**1. selects an appropriate measurement unit for labeling the solution to real-world problems.**	191, 588-589, 592-593, 594-595, 601, 652-653, 656-657, 680-681	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.4.2.2: The student selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.	**1. selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometers, measuring cups, gauges).**	443, 588A, 588-589, 590A, 590-591, 592A-592B, 592-593, 594A, 594-595, 622J, 652A, 652-653, 656A, 656-657, 664A, 664-665	I

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STRAND C: **GEOMETRY AND SPATIAL SENSE**

STANDARD 1: **THE STUDENT DESCRIBES, DRAWS, IDENTIFIES, AND ANALYZES TWO- AND THREE-DIMENSIONAL SHAPES.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.C.1.2.1: The student, given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.	**1. uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, faces, edges, vertices, diameter).**	434A, 434-437, 438A, 438-439, 440A, 440-443, 444A, 444-447, 448A, 448-449, 460A, 460-461, 490-493	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. draws and classifies two-dimensional figures having up to eight or more sides.	432I, 438A, 438-439, 444A, 444-447	I

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STRAND C: **GEOMETRY AND SPATIAL SENSE**

STANDARD 2: **THE STUDENT VISUALIZES AND ILLUSTRATES WAYS IN WHICH SHAPES CAN BE COMBINED, SUBDIVIDED, AND CHANGED.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.C.2.2.1: The student understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.	**1. uses manipulatives to solve problems requiring spatial visualization.**	452-455, 456A, 456-457, 458A, 458-459	I
	2. knows symmetry, congruency, and reflections in geometric figures using drawings and concrete materials (for example, pattern blocks, mirrors).	452A, 452-455, 456A, 456-457, 458A, 458-459, 491	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. knows and creates congruent and similar figures.	452A, 452-455, 458A, 458-459, 491-492	I
Benchmark MA.C.2.2.2: The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.	**1. identifies and performs flips, slides, and turns given angle (90°,180°) and direction (clockwise or counterclockwise) of turn, using concrete and graphic materials (for example, pattern blocks, geoboards, grid paper).**	452A, 452-455, 491	I
	2. knows the effect of a flip, slide, or turn (90°, 180°) on a geometric figure.	452A, 452-455, 491	I
	3. explores tessellations.	452-455	I

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STRAND C: **GEOMETRY AND SPATIAL SENSE**

STANDARD 3: **THE STUDENT USES COORDINATE GEOMETRY TO LOCATE OBJECTS IN BOTH TWO AND THREE DIMENSIONS AND TO DESCRIBE OBJECTS ALGEBRAICALLY.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.C.3.2.1: The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.	**1. compares the concepts of area and perimeter using concrete materials (for example, color tiles, grid paper) and real-world situations (for example, carpeting a floor, fencing a yard).**	432J, 470-471, 474A	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. applies the concepts of area and perimeter to solve real-world and mathematical problems.	464A, 464-467, 468A, 468-471, 472-473, 474A, 474-475, 478A, 482-483	I
	3. knows how area and perimeter are affected when geometric figures are combined.	468A, 468-469, 474A, 474-475	M
Benchmark MA.C.3.2.2: The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).	**1. knows how to identify, locate, and plot ordered pairs of whole numbers on a graph or on the first quadrant of a coordinate system.**	212A, 212-215, 686I, 692A, 692-695	I

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STRAND D: **ALGEBRAIC THINKING**

STANDARD 1: **THE STUDENT DESCRIBES, ANALYZES, AND GENERALIZES A WIDE VARIETY OF PATTERNS, RELATIONS, AND FUNCTIONS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.D.1.2.1: The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.	**1. describes, extends, and creates numerical and geometric patterns using a variety of models (for example, lists, tables, charts).**	88-89, 90A, 90-91, 128-131, 164A, 164-165, 182-183, 454, 585, 648A, 641, 648-649	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. poses, solves, and explains problems by identifying a predictable visual or numerical pattern such as: **Input 1 2 3 7** **Output $3 $6 $9 ?**	88-89, 90-91, 172-173, 342A, 342-343, 648-649	I
Benchmark MA.D.1.2.2: The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.	**1. knows mathematical relationships in patterns (for example, the second shape is the first shape turned 90°).**	60J, 90A, 90-91, 452-455, 686I	I
	2. analyzes number patterns and states rules for relationships (for example, 2, 4, 7, 9, 12, …; the rule is: +2, +3, +2, +3, …).	60J, 90A, 164A, 164-165, 183	I
	3. discusses, explains, and analyzes the rule that applies to the pattern.	60J, 90A, 164A, 164-165, 183	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	4. applies the appropriate rule to complete a table or a chart such as: **Input Output** **2 8** **9 36** **? 16** **7 28**	90-91, 136-137, 140-143, 164A, 164-165, 183	I

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STRAND D: **ALGEBRAIC THINKING**

STANDARD 2: **THE STUDENT USES EXPRESSIONS, EQUATIONS, INEQUALITIES, GRAPHS, AND FORMULAS TO REPRESENT AND INTERPRET SITUATIONS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.D.2.2.1: The student represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.	**1. solves problems involving equations or simple inequalities using manipulatives, diagrams, or models, symbolic expressions, or written phrases.**	94-95, 96A, 96-97, 100A, 100-101, 116-117, 166-167, 688A, 688-689, 690A, 690-691, 692A, 692-695, 728	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. uses a variable to represent a given verbal expression (for example, seven times a number is 7*n*).	160A, 160-163, 165, 166-167, 172-173	I
	3. translates problem-solving situations into expressions and equations using a variable for the unknown.	160A, 160-163, 166-167, 172-173, 394-395, 396A, 396-399, 690A, 690-691	I
Benchmark MA.D.2.2.2: The student uses informal methods, such as physical models and graphs to solve real-world problems involving equations and inequalities.	**1. uses physical or pictorial models and graphs (for example, cubes, number lines) to solve equations or inequalities.**	100A, 166-167, 396A, 396-399, 688A, 688-689, 692A, 692-695, 728	I
	2. uses information from physical models, graphs, or tables to solve problems.	370, 376, 382, 391, 399, 690-691, 692-695	I

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STRAND E: **DATA ANALYSIS AND PROBABILITY**

STANDARD 1: **THE STUDENT UNDERSTANDS AND USES THE TOOLS OF DATA ANALYSIS FOR MANAGING INFORMATION.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.E.1.2.1: The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.	**1. knows the purpose of different parts of a graph (for example, titles, labels, intervals, key).**	204A, 220-221, 232A, 232-233	I
	2. chooses reasonable titles and labels for graphs.	208A, 208-211, 243	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.	204A, 204-205, 208-211, 216A, 216-218, 220-221, 222A, 222-223, 232-233, 696-697	I
	4. generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.	204A, 204-205, 208A, 208-211, 216A, 216-219, 230A, 230-231, 536A, 536-537	I
	5. interprets and completes circle graphs using common fractions.	536A, 536-537, 697	I
	6. analyzes and explains orally or in writing the implications of data displays.	198A, 198-199, 204A, 204-205, 206A, 206-207, 208A, 208-211, 216A, 216-219, 220-221, 222A, 222-223, 230A, 230-231, 232A, 232-233, 246-249, 342-343, 460-461, 536A, 536-537, 662-663	I
Benchmark MA.E.1.2.2: The student determines range, mean, median, and mode from sets of data.	**1. identifies the mean, median, and mode from a set of data.**	226A, 226-229, 249, 404A, 404-405, 427	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. identifies the range on a line graph.	226A, 226-229, 249	M
Benchmark MA.E.1.2.3: The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.	**1. uses a calculator to determine the range and mean of a set of data.**	411	M
	2. uses computer applications to examine and evaluate data.	219, 709	I
	3. uses computer applications to construct graphs.	219	M

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STRAND E: **DATA ANALYSIS AND PROBABILITY**

STANDARD 2: **THE STUDENT IDENTIFIES PATTERNS AND MAKES PREDICTIONS FROM AN ORDERLY DISPLAY OF DATA USING CONCEPTS OF PROBABILITY AND STATISTICS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.E.2.2.1: The student uses models, such as tree diagrams, to display possible outcomes and to predict events.	**1. determines the number of possible combinations of given items and displays them in an organized way.**	324-325, 326A, 326-329, 348-349, 704A, 704-705	I
	2. represents all possible outcomes for a simple probability situation or event using models such as organized lists, charts, or tree diagrams.	704A, 704-705, 706A, 706-709	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. calculates the probability of a particular event occurring from a set of all possible outcomes.	704-705, 706A, 706-709, 710A, 710-711, 727, 729	I
Benchmark MA.E.2.2.2: The student predicts the likelihood of simple events occurring.	**1. identifies and records using common fractions, the possible outcomes of simple experiments using concrete materials (for example, spinners, number cubes, coin toss).**	706A, 706-709, 730	I
	2. determines and predicts which outcomes are likely to occur and expresses those expected outcomes as fractions.	686J, 700A, 700-703, 706A, 706-709, 710A, 710-711, 730	I
	3. conducts experiments to test predictions.	686J, 710A, 710-711	I

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STRAND E: **DATA ANALYSIS AND PROBABILITY**

STANDARD 3: **THE STUDENT USES STATISTICAL METHODS TO MAKE INFERENCES AND VALID ARGUMENTS ABOUT REAL-WORLD SITUATIONS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.E.3.2.1:The student designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.	**1. designs a class survey to collect data.**	230A, 230-231	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. creates an appropriate graph to display data (for example, pictographs, bar graphs, line graphs, circle graphs).	188J, 208A, 208-211, 216-219, 222A, 222-223	I
	3. determines appropriate statistical measures for data (range, mean, median, mode).	226A, 226-229, 404-405, 427	M
	4. explains the results using statistics (range and measures of central tendency).	229	I
Benchmark MA.E.3.2.2: The student uses statistical data about life situations to make predictions and justifies reasoning.	**1. uses statistical data to identify trends.**	230-231, 692A, 692-695	I
	2. applies statistical data to make generalizations.	216-219, 226-229, 230-231, 662-663, 710-711	M
	3. justifies and explains generalizations.	662-663, 710-711	M