

**Prentice Hall Mathematics, Course 2 © 2008**  
**Correlated to:**  
**Washington Mathematics Standards for Grade 7**

<b>WASHINGTON MATHEMATICS STANDARDS FOR GRADE 7</b>	<b>PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))</b>
<b>Grade 7</b>	
<b>7.1. Core Content:</b> <i>Rational numbers and linear equations (Numbers, Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
7.1.A Compare and order rational numbers using the number line, lists, and the symbols $<$ , $>$ , or $=$ .	<b>SE/TE: 31-34, 86-90, 95, 98-105</b>
7.1.B Represent addition, subtraction, multiplication, and division of positive and negative integers visually and numerically.	<b>SE/TE: 31-32, 36-47, 210</b>
7.1.C Fluently and accurately add, subtract, multiply, and divide rational numbers.	<b>SE/TE: 126-147</b>
7.1.D Define and determine the absolute value of a number.	<b>SE/TE: 31-34, 61</b>
7.1.E Solve two-step linear equations.	<b>SE/TE: 194-204, 221, 434</b>
7.1.F Write an equation that corresponds to a given problem situation, and describe a problem situation that corresponds to a given equation.	<b>SE/TE: 182-184, 192-193, 196-199, 201-204</b>
7.1.G Solve single- and multi-step word problems involving rational numbers and verify the solutions.	<b>SE/TE: 41-42, 46-47, 128-129, 132-133, 138-139, 144-147</b>
<b>7.2. Core Content:</b> <i>Proportionality and similarity (Operations, Geometry/Measurement, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
7.2.A Mentally add, subtract, multiply, and divide simple fractions, decimals, and percents.	<b>SE/TE: 9-10, 12, 14-16, 50-51, 290-292</b>
7.2.B Solve single- and multi-step problems involving proportional relationships and verify the solutions.	<b>SE/TE: 230-236, 240-256, 258-265, 270-271, 275-281, 283, 290-307, 309-314, 320-321, 359-360</b>
7.2.C Describe proportional relationships in similar figures and solve problems involving similar figures.	<b>SE/TE: 251-256, 258-260, 262-263, 267, 270-271</b>
7.2.D Make scale drawings and solve problems related to scale.	<b>SE/TE: 256, 258-264, 267, 270-271</b>
7.2.E Represent proportional relationships using graphs, tables, and equations, and make connections among the representations.	<b>SE/TE: 436-449, 451-464, 492-496</b>
7.2.F Determine the slope of a line corresponding to the graph of a proportional relationship and relate slope to similar triangles.	<b>SE/TE: 452-463, 498-502</b> <b>The standard can also be developed from the following citations:</b> <b>SE/TE: 442, 444, 446-449</b>
7.2.G Determine the unit rate in a proportional relationship and relate it to the slope of the associated line.	<b>SE/TE: 232-236, 244, 247</b>

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7.2.H Determine whether or not a relationship is proportional and explain your reasoning.	<b>The standard can be developed from the following citations: SE/TE: 444, 504-506</b>
7.2.I Solve single- and multi-step problems involving conversions within or between measurement systems and verify the solutions.	<b>SE/TE: 26-30, 148-151, 162, 236, 667-670</b>
<b>7.3. Core Content: Surface area and volume (Geometry/Measurement)</b>	
Performance Expectations	
<i>Students are expected to:</i>	
7.3.A Determine the surface area and volume of cylinders using the appropriate formulas and explain why the formulas work.	<b>SE/TE: 414-418, 421-425, 429</b>
7.3.B Determine the volume of pyramids and cones using formulas.	<b>SE/TE: 426</b>
7.3.C Describe the effect that a change in scale factor on one attribute of a two- or three-dimensional figure has on other attributes of the figure, such as the side or edge length, perimeter, area, surface area, or volume of a geometric figure.	<b>See Prentice Hall Mathematics Course 3: SE/TE: 397-401</b>
7.3.D Solve single- and multi-step word problems involving surface area or volume and verify the solutions.	<b>SE/TE: 417-418, 424-425</b>
<b>7.4. Core Content: Probability and data (Data/Statistics/Probability)</b>	
Performance Expectations	
<i>Students are expected to:</i>	
7.4.A Represent the sample space of probability experiments in multiple ways, including tree diagrams and organized lists.	<b>SE/TE: 591-595, 597, 600-602, 617</b>
7.4.B Determine the theoretical probability of a particular event and use theoretical probability to predict experimental outcomes.	<b>SE/TE: 585-587, 597-602, 616</b>
7.4.C Describe a data set using measures of center (median, mean, and mode) and variability (maximum, minimum, and range) and evaluate the suitability and limitations of using each measure for different situations.	<b>SE/TE: 53-57, 558-559</b>
7.4.D Construct and interpret histograms, stem-and-leaf plots, and circle graphs.	<b>SE/TE: 354-360, 532-536, 544-546, 548</b>
7.4.E Evaluate different displays of the same data for effectiveness and bias, and explain reasoning.	<b>SE/TE: 548, 560-564</b>

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<b>7.5. Additional Key Content</b> ( <i>Numbers, Algebra</i> )	
Performance Expectations	
<i>Students are expected to:</i>	
7.5.A Graph ordered pairs of rational numbers and determine the coordinates of a given point in the coordinate plane.	<b>SE/TE: 486-495</b>
7.5.B Write the prime factorization of whole numbers greater than 1, using exponents when appropriate.	<b>SE/TE: 73-78</b>
<b>7.6. Core Processes:</b> <i>Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
7.6.A Analyze a problem situation to determine the question(s) to be answered.	<b>This standard is strongly addressed through the Guided Instruction in the following citations: SE/TE: 24-25, 80-81, 146-147, 192-193, 302-303, 359-360, 398-399, 466-467, 496-497, 558-559, 604-605 This standard is also embedded throughout the text. Sample citations follow: SE/TE: 159, 523</b>
7.6.B Identify relevant, missing, and extraneous information related to the solution to a problem.	<b>This standard is strongly addressed through the Guided Instruction in the following citations: SE/TE: 24-25, 80-81, 146-147, 192-193, 302-303, 359-360, 398-399, 466-467, 496-497, 558-559, 604-605 This standard is also embedded throughout the text. Sample citations follow: SE/TE: 159</b>
7.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.	<b>This standard is strongly addressed through the following citations: SE/TE: xxxii-xli This standard is also embedded throughout the text. Sample citations follow: SE/TE: 198</b>
7.6.D Represent a problem situation, describe the process used to solve the problem, and verify the reasonableness of the solution.	<b>This standard is strongly addressed through the following citations: SE/TE: xxxii-xli This standard is also embedded throughout the text. Sample citations follow: SE/TE: 198</b>

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7.6.E Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.	<p><b>This standard is strongly addressed through the Guided Instruction in the following citations:</b>  <b>SE/TE: 24-25, 80-81, 146-147, 192-193, 302-303, 359-360, 398-399, 466-467, 496-497, 558-559, 604-605</b></p> <p><b>This standard is also embedded throughout the text. Sample citations follow:</b>  <b>SE/TE: 352, 357</b></p>
7.6.F Apply a previously used problem-solving strategy in a new context.	<p><b>This standard is strongly addressed through the Guided Instruction in the following citations:</b>  <b>SE/TE: 24-25, 80-81, 146-147, 192-193, 302-303, 359-360, 398-399, 466-467, 496-497, 558-559, 604-605</b></p> <p><b>This standard is also embedded throughout the text. Sample citations follow:</b>  <b>SE/TE: 300- 301, 444</b></p>
7.6.G Extract and organize mathematical information from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	<b>SE/TE: 111, 194-195, 242, 289, 309, 359-360, 438, 496, 558, 566, 587, 596, 604</b>
7.6.H Make and test conjectures based on data (or information) collected from explorations and experiments.	<b>SE/TE: 135, 168, 251, 335, 353, 442-445, 451</b>