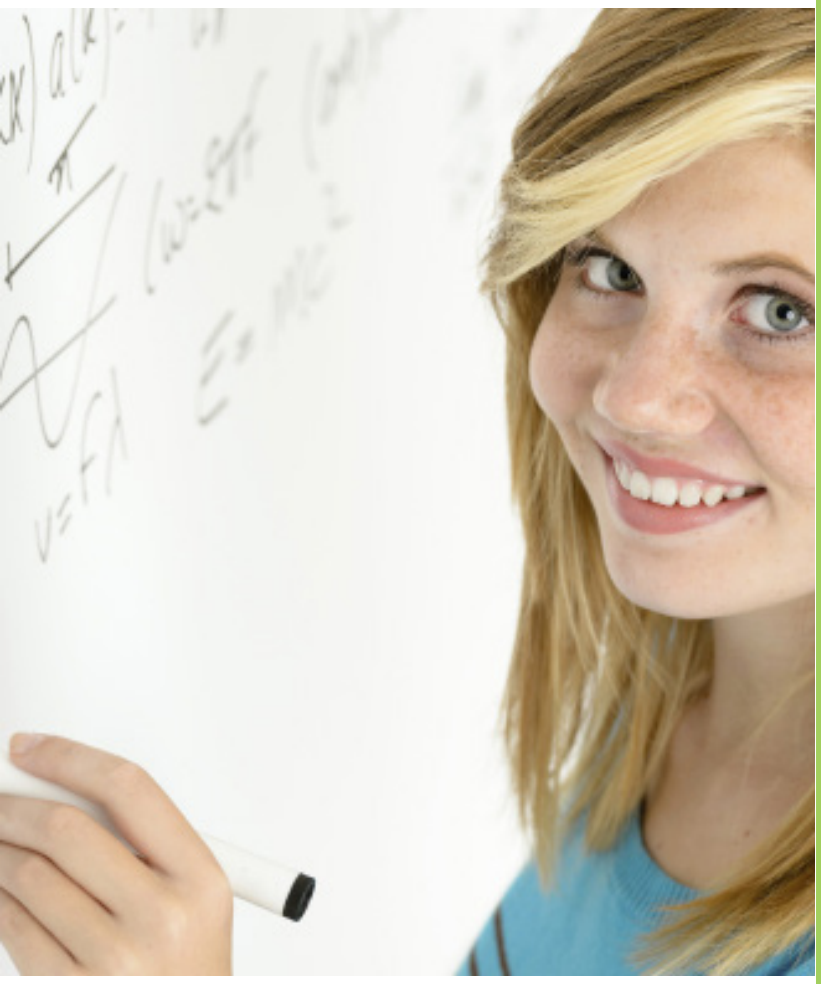
GRADES 3–12

Third Edition
TRANSMATH®



TransMath, Grades 3–12

Correlated to the Oklahoma Priority Academic Student Skills

February 2016

VOYAGER SOPRIS LEARNING®

Oklahoma Standards of Learning	Lesson Subsection (and Page Number) in *TransMath 1* Where Standard is Addressed	Lesson Subsection (and Page Number) in *TransMath 2* Where Standard is Addressed	Lesson Subsection (and Page Number) in *TransMath 3* Where Standard is Addressed
Grade 3			
Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to extend and create patterns.			
1. Describe (orally or in written form), create, extend and predict patterns in a variety of situations (e.g., 3, 6, 9, 12 . . . , use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart, determine a rule and generate additional pairs with the same relationship).	**Unit 1:** Lesson 1, Problem Solving (14-15); Lesson 2, Problem Solving (22-24); Lesson 3, Problem Solving (30-31)		
2. Find unknowns in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, and multiplication.			
3. Recognize and apply the commutative and identity properties of multiplication using models and manipulative to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$, $7 \cdot 1 = 7$).	**Unit 3:** Lesson 1, Building Number Concepts (253-255)		
Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.			
1. Number Sense			
a. Place Value			
i. Model the concept of place value through 4 digits (e.g., base-10 blocks, bundles of 10s, place value mats).			
ii. Read and write whole numbers up to 4 digits (e.g., expanded form, standard form).	**Unit 2:** Lesson 2, Building Number Concepts (140-143); Lesson 3, Building Number Concepts (148-150); Lesson 4, Building Number Concepts (154-157); Lesson 12, Building Number Concepts (213-216); Lesson 13, Building Number Concepts (221-223); Lesson 14, Building Number Concepts (228-230); Lesson 15, Building Number Concepts (235-238)		

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b. Whole Numbers and Fractions			
i. Compare and order whole numbers up to 4 digits.			
ii. Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fraction strips, number lines).	**Unit 8:** Lesson 3, Building Number Concepts (854-857); Lesson 4, Building Number Concepts (864-868); Lesson 10, Building Number Concepts (913-915); Lesson 11, Building Number Concepts (920-922); Lesson 12, Building Number Concepts (928-931); Lesson 13, Building Number Concepts (936-940); Lesson 14, Building Number Concepts (943-945); Lesson 15, Building Number Concepts (950-954)	**Unit 1:** Lesson 1, Building Number Concepts (9-11); Lesson 1, Problem Solving (12-13); Lesson 2, Building Number Concepts (16-18); Lesson 2, Problem Solving (19-20); Lesson 3, Building Number Concepts (23-26); Lesson 3, Problem Solving (27-29); Lesson 4, Building Number Concepts (32-34); Lesson 4, Problem Solving (35-37); Lesson 5, Building Number Concepts (40-43); Lesson 6, Building Number Concepts (48-50); Lesson 6, Problem Solving (51-53); Lesson 7, Building Number Concepts (56-58); Lesson 7, Problem Solving (59-62); Lesson 8, Building Number Concepts (65-67); Lesson 8, Problem Solving (68-69); Lesson 9, Building Number Concepts (72-75); Lesson 9, Problem Solving (76-78); Lesson 10, Building Number Concepts (81-88); Lesson 10, Problem Solving (89-92); **Unit 2:** Lesson 1, Problem Solving (109-112); Lesson 2, Problem Solving (118-120); Lesson 3, Problem Solving (128-129); Lesson 4, Problem Solving (136-138); Lesson 6, Problem Solving (155-157); Lesson 7, Building Number Concepts (160-163); Lesson 7, Problem Solving (164-166); Lesson 15, Building Number Concepts (232-239)	
2. Number Operations			
a. Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems.	**Unit 1:** Lesson 3, Building Number Concepts (27-29); Lesson 4, Building Number Concepts (34-35); Lesson 6, Building Number Concepts (47-49); Lesson 7, Building Number Concepts (54-57); Lesson 8, Building Number Concepts (62-64); Lesson 9, Building Number Concepts (69-72); Lesson 10, Building Number Concepts (77-82); Lesson 11, Building Number Concepts (87-90); Lesson 12, Building Number Concepts (95-97); Lesson		

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	13, Building Number Concepts (102-103); Lesson 15, Building Number Concepts (113-115) **Unit 2:** Lesson 1, Building Number Concepts (133-135); Lesson 1, Problem Solving (134-137); Lesson 2, Building Number Concepts (140-143); Lesson 2, Problem Solving (144-145); Lesson 3, Building Number Concepts (148-150); Lesson 3, Problem Solving (151-152); Lesson 4, Building Number Concepts (154-157); Lesson 4, Problem Solving (158-159); Lesson 5, Building Number Concepts (162-164); Lesson 6, Building Number Concepts (169-172); Lesson 6, Problem Solving (173-175); Lesson 7, Building Number Concepts (178-180); Lesson 7, Problem Solving (181-182); Lesson 8, Building Number Concepts (184-187); Lesson 8, Problem Solving (188-189); Lesson 9, Building Number Concepts (192-193); Lesson 9, Problem Solving (194-195); Lesson 10, Building Number Concepts (198-201); Lesson 11, Building Number Concepts (206-208); Lesson 11, Problem Solving (209-210); Lesson 12, Building Number Concepts (213-216); Lesson 12, Problem Solving (217-218); Lesson 13, Building Number Concepts (221-223); Lesson 13, Problem Solving (224-225); Lesson 14, Building Number Concepts (228-230); Lesson 14, Problem Solving (231-232); Lesson 15, Building Number Concepts (235-238); Lesson 15, Problem Solving (239-240)		
b. Multiplication Concepts and Fact Families			
i. Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.			
ii. Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10 x 10 and the associated division facts (e.g., 5 x 6 = 30 and 30 ÷ 6 = 5).	**Unit 3:** Lesson 7, Problem Solving (305-306); Lesson 8, Problem Solving (313-315); Lesson 9, Problem Solving (321-323); Lesson 11, Problem Solving (337-338); Lesson 13,		

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	Problem Solving (346-351); Lesson 14, Problem Solving (354-357); Lesson 15, Problem Solving (364-369)		
iii. Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.	**Unit 3:** Lesson 8, Problem Solving (313-315); Lesson 9, Problem Solving (321-323); Lesson 11, Problem Solving (337-338); Lesson 13, Problem Solving (346-351); Lesson 14, Problem Solving (354-357); Lesson 15, Problem Solving (364-369)		
Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.			
1. Identify and compare attributes of two- and three- dimensional shapes and develop vocabulary to describe the attributes (e.g., count the edges and faces of a cube, the radius is half of a circle, lines of symmetry).	**Unit 6:** Lesson 1, Problem Solving (649-651); Lesson 2, Problem Solving (659-661); Lesson 10, Problem Solving (727-730)	**Unit 3:** Lesson 1, Problem Solving (260-262)	
2. Analyze the effects of combining and subdividing two- and three-dimensional figures (e.g., folding paper, tiling, nets, and rearranging pieces of solids).			
3. Make and use coordinate systems to specify locations and shapes on a grid with ordered pairs and to describe paths from one point to another point on a grid.			
Standard 4: Measurement - The student will use appropriate units of measure to solve problems.			
1. Measurement			
a. Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.	**Unit 9:** Lesson 7, Problem Solving (1023-1025); Lesson 8, Problem Solving (1032-1033)		
b. Choose an appropriate measurement instrument and measure the length of objects to the nearest meter or centimeter and the weight of objects to the nearest gram or kilogram.		**Unit 3:** Lesson 2, Problem Solving (268-269)	

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c. Develop and use the concept of perimeter of different shapes to solve problems.			
d. Develop and use strategies to choose an appropriate unit and measurement instrument to estimate measurements (e.g., use parts of the body as benchmarks for measuring length).			
2. Time and Temperature			
a. Solve simple addition problems with time (e.g., 15 minutes added to 1:10 p.m.).			
b. Tell time on a digital and analog clock to the nearest 5 minute.			
c. Read a thermometer and solve for temperature change.			
3. Money: Determine the correct amount of change when a purchase is made with a five dollar bill.			
Standard 5: Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability.			
1. Data Analysis			
a. Pose questions, collect, record, and interpret data to help answer questions (e.g., which was the most popular booth at our carnival?).	**Unit 2:** Lesson 2, Problem Solving (144-145); Lesson 3, Problem Solving (151-152); Lesson 4, Problem Solving (158-159); Lesson 6, Problem Solving (173-175); Lesson 7, Problem Solving (181-182); Lesson 8, Problem Solving (188-189); Lesson 9, Problem Solving (194-195); Lesson 14, Problem Solving (231-232); Lesson 15, Problem Solving (239-240)		
b. Read graphs and charts, identify the main idea, draw conclusions, and make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).	**Unit 1:** Lesson 4, Problem Solving (36-38); Lesson 5, Problem Solving (41-42); Lesson 6, Problem Solving (50-51); Lesson 7, Problem Solving (58-59); Lesson 8, Problem Solving (65-66); Lesson 9, Problem Solving (72-74); Lesson 11, Problem Solving (91-92); Lesson 12, Problem Solving (98-99); Lesson 13, Problem Solving (104-105); Lesson 14, Problem Solving (108-110); Lesson 15, Problem Solving (117-120)		

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	Unit 2: Lesson 2, Problem Solving (144-145); Lesson 3, Problem Solving (151-152); Lesson 4, Problem Solving (158-159); Lesson 6, Problem Solving (173-175); Lesson 7, Problem Solving (181-182); Lesson 8, Problem Solving (188-189); Lesson 9, Problem Solving (194-195); Lesson 14, Problem Solving (231-232); Lesson 15, Problem Solving (239-240)		
c. Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.	**Unit 1:** Lesson 5, Problem Solving (41-42); Lesson 6, Problem Solving (50-51); Lesson 7, Problem Solving (58-59); Lesson 8, Problem Solving (65-66); Lesson 9, Problem Solving (72-74); Lesson 11, Problem Solving (91-92); Lesson 12, Problem Solving (98-99); Lesson 13, Problem Solving (104-105); Lesson 14, Problem Solving (108-110); Lesson 15, Problem Solving (117-120)		
2. Probability: Describe the probability (more, less, or equally likely) of chance events.			

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Grade 4			
Standard 1: Algebraic Reasoning -Patterns and Relationships - The student will use a variety of problem-solving approaches to create, extend, and analyze patterns.			
1. Discover, describe, extend, and create a wide variety of patterns using tables, graphs, rules, and verbal models (e.g., determine the rule from a table or "function machine", extend visual and number patterns).	**Unit 1:** Lesson 1, Problem Solving (14-15); Lesson 2, Problem Solving (22-24); Lesson 3, Problem Solving (30-31)		
2. Find variables in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, and division with whole numbers.			**Unit 2:** Lesson 1, Building Number Concepts (171-174); Lesson 2, Building Number Concepts (181-185)

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3. Recognize and apply the associative property of multiplication (e.g., 6 · (2 · 3) = (6 · 2) · 3).			
Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and fractions.			
1. Number Sense			
a. Place Value			
i. Apply the concept of place value through 6 digits (e.g., write numbers in expanded form).	**Unit 1:** Lesson 1, Building Number Concepts (9-13); Lesson 2, Building Number Concepts (18-21)		
ii. Model, read, write and rename decimal numbers to the hundredths (e.g., money, numerals to words).			**Unit 1:** Lesson 8, Building Number Concepts (83-87)
b. Whole Number, Fraction, and Decimal			
i. Compare and order whole numbers and decimals to the hundredths place (e.g., pictures of shaded regions of two-dimensional figures, use >, <, = symbols).			
ii. Use 0, 1/2, and 1 or 0, 0.5, and 1 as benchmarks and place additional fractions, decimals, and percents on a number line (e.g., 1/3, 3/4, 0.7, 0.4, 62%, 12%).	**Unit 8:** Lesson 1, Building Number Concepts (837-841); Lesson 2, Building Number Concepts (847-849); Lesson 6, Building Number Concepts (881-884); Lesson 7, Building Number Concepts (890-892); Lesson 8, Building Number Concepts (897-899); Lesson 9, Building Number Concepts (905-907)	**Unit 1:** Lesson 1, Building Number Concepts (9-11); Lesson 1, Problem Solving (12-13); Lesson 2, Building Number Concepts (16-18); Lesson 2, Problem Solving (19-20); Lesson 3, Building Number Concepts (23-26); Lesson 3, Problem Solving (27-29); Lesson 4, Building Number Concepts (32-34); Lesson 4, Problem Solving (35-37); Lesson 5, Building Number Concepts (40-43); Lesson 6, Building Number Concepts (48-50); Lesson 6, Problem Solving (51-53); Lesson 7, Building Number Concepts (56-58); Lesson 7, Problem Solving (59-62); Lesson 8, Building Number Concepts (65-67); Lesson 8, Problem Solving (68-69); Lesson 9, Building Number Concepts (72-75); Lesson 9, Problem Solving (76-78); Lesson 10, Building Number Concepts (81-88); Lesson 10, Problem Solving (89-92) **Unit 2:** Lesson 1, Building Number Concepts (107-108); Lesson 1, Problem Solving (109-	**Unit 1:** Lesson 8, Building Number Concepts (83-87)

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		112); Lesson 2, Problem Solving (118-120); Lesson 3, Building Number Concepts (123-127); Lesson 3, Problem Solving (128-129); Lesson 4, Building Number Concepts (133-135); Lesson 4, Problem Solving (136-138); Lesson 5, Building Number Concepts (141-145) **Unit 5**: Lesson 1, Building Number Concepts (495-499); Lesson 2, Building Number Concepts (504-507); Lesson 4, Building Number Concepts (522-524); Lesson 5, Building Number Concepts (529-533); Lesson 6, Building Number Concepts (538-540); Lesson 8, Building Number Concepts (554-557)	
iii. Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).	**Unit 8:** Lesson 11, Building Number Concepts (920-922); Lesson 12, Building Number Concepts (928-931); Lesson 13, Building Number Concepts (936-940); Lesson 14, Building Number Concepts (943-945); Lesson 15, Building Number Concepts (950-954)	**Unit 2:** Lesson 1, Building Number Concepts (107-108)	**Unit 1:** Lesson 1, Building Number Concepts (9-13)
iv. Explore and connect negative numbers using real world situations (e.g. owing money, temperature, measuring elevations above and below sea level).			
2. Number Operation			
a. Estimate and find the product of up to three-digit by three-digit using a variety of strategies to solve application problems.	**Unit 3:** Lesson 1, Building Number Concepts (253-255); Lesson 2, Building Number Concepts (262-264); Lesson 3, Building Number Concepts (270-272); Lesson 4, Building Number Concepts (278-280); Lesson 5, Building Number Concepts (285-288); Lesson 6, Building Number Concepts (293-296); Lesson 7, Building Number Concepts (301-304); Lesson 8, Building Number Concepts (309-312); Lesson 9, Building Number Concepts (318-320); Lesson 10, Building Number Concepts (326-328); Lesson 11, Building Number Concepts (334-336);		

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	Lesson 15, Building Number Concepts (360-363)		
b. Division Concepts and Fact Families			
i. Demonstrate fluency (memorize and apply) with basic division facts up to 144 ÷ 12 and the associated multiplication facts (e.g., 144 ÷ 12 = 12 and 12 x 12 = 144).	**Unit 4:** Lesson 1, Building Number Concepts (383-385); Lesson 1, Problem Solving (386-388); Lesson 2, Building Number Concepts (391-394); Lesson 2, Problem Solving (395-397); Lesson 3, Building Number Concepts (400-402); Lesson 3, Problem Solving (403-404); Lesson 4, Building Number Concepts (407-409); Lesson 4, Problem Solving (410-411); Lesson 5, Problem Solving (414-417); Lesson 6, Building Number Concepts (422-425); Lesson 6, Problem Solving (426-427); Lesson 7, Building Number Concepts (430-431); Lesson 7, Problem Solving (432-435); Lesson 8, Problem Solving (441-443); Lesson 9, Problem Solving (449-451); Lesson 11, Problem Solving (465-467); Lesson 12, Problem Solving (470-473); Lesson 13, Problem Solving (481-483); Lesson 14, Problem Solving (489-491); Lesson 15, Problem Solving (501-503) **Unit 5:** Lesson 11, Building Number Concepts (593-597); Lesson 12, Building Number Concepts (602-605); Lesson 13, Building Number Concepts (611-613); Lesson 14, Building Number Concepts (618-620); Lesson 15, Building Number Concepts (625-628)		
ii. Estimate the quotient with one- and two-digit divisors and a two- or three-digit dividend to solve application problems.			
iii. Find the quotient (with and without remainders) with 1-digit divisors and a 2- or 3-digit dividend to solve application problems.	**Unit 4:** Lesson 6, Building Number Concepts (422-425); Lesson 7, Building Number Concepts (430-431); Lesson 8, Building Number Concepts (438-440); Lesson 9, Building Number Concepts (445-448); Lesson 10, Building Number Concepts (454-457); Lesson 11, Building Number Concepts (462-464); Lesson 13, Building Number Concepts (476-480); Lesson 14, Building Number		

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	Concepts (486-488); Lesson 15, Building Number Concepts (494-500) **Unit 5:** Lesson 11, Building Number Concepts (593-597); Lesson 12, Building Number Concepts (602-605); Lesson 13, Building Number Concepts (611-613); Lesson 14, Building Number Concepts (618-620); Lesson 15, Building Number Concepts (625-628)		
Standard 3: Geometry - The student will use geometric properties and relationships to analyze shapes.			
1. Identify, draw, and construct models of intersecting, parallel, and perpendicular lines. 4.3.1			
2. Identify and compare angles equal to, less than, or greater than 90 degrees (e.g., use right angles to determine the approximate size of other angles).		**Unit 3:** Lesson 4, Problem Solving (283-285); Lesson 6, Problem Solving (302-304); Lesson 7, Problem Solving (311-314)	
3. Identify, draw, and construct models of regular and irregular polygons including triangles, quadrilaterals, pentagons, hexagons, heptagons, and octagons to solve problems.		**Unit 5:** Lesson 1, Problem Solving (500-501)	
4. Describe the effects on two-dimensional objects when they slide (translate), flip (reflect), and turn (rotate) (e.g., tessellations).	**Unit 6:** Lesson 3, Problem Solving (668-670)	**Unit 4:** Lesson 3, Problem Solving (423-425); Lesson 4, Problem Solving (432-435); Lesson 7, Problem Solving (457-459); Lesson 10, Problem Solving (478-482) **Unit 5:** Lesson 6, Problem Solving (541-542)	
Standard 4: Measurement - The student will solve problems using appropriate units of measure in a variety of situations.			
1. Measurement			
a. Estimate the measures of a variety of objects using customary units.			
b. Establish benchmarks for metric units and estimate the measures of a variety of objects (e.g., mass: the mass of a raisin is about 1 gram,	**Unit 3:** Lesson 1, Problem Solving (256-259); Lesson 3, Problem Solving (273-275); Lesson 4, Problem Solving (281-282); Lesson 6, Problem Solving (297-298)		

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length: the width of a finger is about 1 centimeter).			
c. Select appropriate customary and metric units of measure and measurement instruments to solve application problems involving length, weight, mass, area, and volume.	**Unit 3:** Lesson 1, Problem Solving (256-259); Lesson 2, Problem Solving (265-267); Lesson 3, Problem Solving (273-275); Lesson 4, Problem Solving (281-282); Lesson 6, Problem Solving (297-298) **Unit 9:** Lesson 7, Building Number Concepts (1020-1022)		
d. Develop and use the concept of area of different shapes using grids to solve problems.	**Unit 5:** Lesson 1, Problem Solving (519-520)		
2. Time and Temperature			
a. Solve elapsed time problems.			
b. Read thermometers using different intervals (intervals of 1, 2, or 5) and solve for temperature change.			
3. Money: Determine the correct amount of change when a purchase is made with a twenty dollar bill.			
Standard 5: Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability.			
1. Data Analysis			
a. Read and interpret data displays such as tallies, tables, charts, and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems).			
b. Collect, organize and record data in tables and graphs (e.g., line graphs (plots), bar graphs, pictographs).	**Unit 9:** Lesson 7, Problem Solving (1023-1025); Lesson 8, Problem Solving (1032-1033)		
2. Probability: Predict the probability of outcomes of simple experiments using words such as certain, equally likely, impossible (e.g., coins, number cubes, spinners).			
3. Central Tendency: Determine the median (middle), and the mode (most often) of a set of data.			

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Grade 5			
Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns and solve problems in a variety of contexts.			
1. Describe rules that produce patterns found in tables, graphs, and models, and use variables (e.g., boxes, letters, pawns, number cubes, or other symbols) to solve problems or to describe general rules in algebraic expression or equation form.	**Unit 1:** Lesson 1, Problem Solving (14-15); Lesson 2, Problem Solving (22-24); Lesson 3, Problem Solving (30-31)		**Unit 2:** Lesson 1, Problem Solving (175-177); Lesson 2, Problem Solving (186-189)
2. Use algebraic problem-solving techniques (e.g., use a balance to model an equation and show how subtracting a number from one side requires subtracting the same amount from the other side) to solve problems.			
3. Recognize and apply the commutative, associative, and distributive properties to solve problems (e.g., 3 x (2 + 4) = (3 x 2) + (3 x 4).			**Unit 2:** Lesson 2, Building Number Concepts (181-185)
Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers, fractions, and decimals.			
1. Number Sense			
a. Apply the concept of place value of whole numbers through hundred millions (9 digits) and model, read, and write decimal numbers through the thousandths.		**Unit 5**: Lesson 3, Building Number Concepts (513-517); Lesson 4, Building Number Concepts (522-524); Lesson 5, Building Number Concepts (529-533); Lesson 6, Building Number Concepts (538-540); Lesson 8, Building Number Concepts (554-557)	
b. Represent with models the connection between fractions and decimals, compare and order fractions and decimals, and be able to convert from one representation to the other to solve problems. (e.g., use 10x10 grids, base 10 blocks).		**Unit 2:** Lesson 2, Building Number Concepts (115-117); Lesson 3, Building Number Concepts (123-127); Lesson 4, Building Number Concepts (133-135); Lesson 5, Building Number Concepts (141-145) **Unit 5:** Lesson 2, Building Number Concepts (504-507); Lesson 3, Building Number	**Unit 1:** Lesson 7, Building Number Concepts (72-75); Lesson 10, Building Number Concepts (104-107)

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		Concepts (513-517); Lesson 4, Building Number Concepts (522-524); Lesson 5, Building Number Concepts (529-533); Lesson 6, Building Number Concepts (538-540); Lesson 8, Building Number Concepts (554-557)	
c. Identify and compare integers using real world situations. (e.g., owing money, temperature, or measuring elevations above and below sea level).		**Unit 8:** Lesson 1, Building Number Concepts (863-865); Lesson 2, Building Number Concepts (870-875); Lesson 3, Building Number Concepts (878-881); Lesson 4, Building Number Concepts (886-888); Lesson 14, Building Number Concepts (967-971)	
d. Identify and apply factors, multiples, prime, and composite numbers in a variety of problem-solving situations (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite, use common factors to add fractions).	**Unit 5:** Lesson 1, Building Number Concepts (515-518); Lesson 3, Building Number Concepts (530-532); Lesson 4, Building Number Concepts (538-541); Lesson 5, Building Number Concepts (546-550); Lesson 6, Building Number Concepts (555-557); Lesson 7, Building Number Concepts (564-567); Lesson 8, Building Number Concepts (572-574); Lesson 10, Building Number Concepts (586-588); Lesson 11, Building Number Concepts (593-597); Lesson 12, Building Number Concepts (602-605); Lesson 13, Building Number Concepts (611-613); Lesson 14, Building Number Concepts (618-620); Lesson 15, Building Number Concepts (625-628) **Unit 6:** Lesson 1, Building Number Concepts (645-648); Lesson 2, Building Number Concepts (654-658); Lesson 3, Building Number Concepts (664-667); Lesson 4, Building Number Concepts (673-676); Lesson 5, Building Number Concepts (681-683); Lesson 6, Building Number Concepts (687-691); Lesson 10, Building Number Concepts (722-726) **Unit 7:** Lesson 5, Building Number Concepts (775-777); Lesson 6, Building Number Concepts (782-784); Lesson 8, Building Number Concepts (796-798); Lesson 9,		**Unit 1:** Lesson 2, Building Number Concepts (20-27)

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	Building Number Concepts (806-809); Lesson 10, Building Number Concepts (815-820)		
2. Number Operations			
a. Estimate, add, or subtract decimal numbers with same and different place values to solve problems (e.g., 3.72 + 1.4, $4.56 - $2.12).	**Unit 9:** Lesson 1, Building Number Concepts (971-975); Lesson 2, Building Number Concepts (981-984); Lesson 3, Building Number Concepts (989-990); Lesson 4, Building Number Concepts (997-1000); Lesson 6, Building Number Concepts (1012-1015); Lesson 8, Building Number Concepts (1028-1031); Lesson 10, Building Number Concepts (1041-1044)	**Unit 6:** Lesson 1, Building Number Concepts (639-643); Lesson 2, Building Number Concepts (649-652); Lesson 3, Building Number Concepts (657-660); Lesson 15, Building Number Concepts (747-751)	**Unit 1:** Lesson 9, Building Number Concepts (95-97); Lesson 15, Building Number Concepts (145-152)
b. Estimate add, or subtract fractions (including mixed numbers) to solve problems using a variety of methods (e.g., use fraction strips, use area models, find a common denominator).	**Unit 9:** Lesson 8, Problem Solving (1032-1033); Lesson 9, Problem Solving (1036-1038)	**Unit 2:** Lesson 6, Building Number Concepts (151-154); Lesson 6, Problem Solving (155-157); Lesson 8, Building Number Concepts (169-174); Lesson 8, Problem Solving (175-177); Lesson 9, Building Number Concepts (180-184); Lesson 9, Problem Solving (185-186); Lesson 10, Building Number Concepts (189-193); Lesson 11, Building Number Concepts (198-201); Lesson 11, Problem Solving (202-204); Lesson 12, Building Number Concepts (207-210); Lesson 12, Problem Solving (211-212); Lesson 13, Building Number Concepts (215-219); Lesson 13, Problem Solving (220-221); Lesson 14, Building Number Concepts (224-227); Lesson 14, Problem Solving (228-229); Lesson 15, Building Number Concepts (232-239); Lesson 15, Problem Solving (240-243) **Unit 3:** Lesson 14, Problem Solving (372-374) **Unit 4:** Lesson 1, Building Number Concepts (397-401); Lesson 1, Problem Solving (402-403); Lesson 2, Building Number Concepts (406-411); Lesson 2, Problem Solving (412-413); Lesson 3, Building Number Concepts (416-422); Lesson 4, Building Number Concepts (428-431); Lesson 5, Building Number Concepts (438-440); Lesson 8, Building Number Concepts (462-463); Lesson	**Unit 1:** Lesson 2, Building Number Concepts (20-27); Lesson 6, Building Number Concepts (60-63); Lesson 15, Building Number Concepts (145-152)

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		9, Building Number Concepts (468-470); Lesson 9, Problem Solving (471-472); Lesson 10, Building Number Concepts (475-477)	
c. Estimate and find the quotient (with and without remainders) with two-digit divisors and a two- or three-digit dividend to solve application problems.			
Standard 3: Geometry - The student will apply geometric properties and relationships.			
1. Compare and contrast the basic characteristics of circle and polygons (triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons).	**Unit 6:** Lesson 1, Problem Solving (649-651); Lesson 2, Problem Solving (659-661); Lesson 10, Problem Solving (727-730) **Unit 7:** Lesson 1, Problem Solving (747-749); Lesson 2, Problem Solving (756-757); Lesson 3, Problem Solving (763-764); Lesson 4, Problem Solving (770-772); Lesson 6, Problem Solving (785-787); Lesson 7, Problem Solving (790-793); Lesson 8, Problem Solving (799-803); Lesson 9, Problem Solving (810-812); Lesson 10, Problem Solving (821-824)	**Unit 4:** Lesson 8, Problem Solving (464-465) **Unit 5:** Lesson 2, Problem Solving (508-510); Lesson 3, Problem Solving (518-519); Lesson 4, Problem Solving (525-526); Lesson 6, Problem Solving (541-542) **Unit 6:** Lesson 8, Problem Solving (695-697)	
2. Classify angles (e.g., acute, right, obtuse, straight).		**Unit 3:** Lesson 4, Problem Solving (283-285); Lesson 6, Building Number Concepts (297-301); Lesson 6, Problem Solving (302-304); Lesson 7, Problem Solving (311-314) **Unit 4:** Lesson 8, Problem Solving (464-465) **Unit 5:** Lesson 2, Problem Solving (508-510)	
Standard 4: Measurement - The student use appropriate units of measure to solve problems in a variety of contexts.			
1. Measurement			
a. Compare, estimate, and determine the measurement of angles.		**Unit 3:** Lesson 4, Problem Solving (283-285); Lesson 6, Building Number Concepts (297-301); Lesson 6, Problem Solving (302-304); Lesson 7, Problem Solving (311-314); Lesson 8, Problem Solving (322-324); Lesson 12, Problem Solving (355-357)	
b. Develop and use the formula for perimeter and area of a square and rectangle to solve application problems.	**Unit 5:** Lesson 2, Problem Solving (523-527); Lesson 3, Problem Solving (533-535); Lesson 4, Problem Solving (542-543); Lesson 6, Problem Solving (558-561); Lesson 7, Problem	**Unit 6:** Lesson 1, Problem Solving (644-646); Lesson 2, Problem Solving (653-654); Lesson 4, Problem Solving (663-666); Lesson 5, Problem Solving (669-673); Lesson 6, Problem	

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	Solving (568-569); Lesson 8, Problem Solving (575-576); Lesson 9, Problem Solving (579-583); Lesson 11, Problem Solving (598-599); Lesson 12, Problem Solving (606-608); Lesson 13, Problem Solving (614-615); Lesson 15, Problem Solving (629-632)	Solving (682-684); Lesson 15, Problem Solving (752-757)	
c. Convert basic measurements of volume, mass and distance within the same system for metric and customary units (e.g., inches to feet, hours to minutes, centimeters to meters).	**Unit 9:** Lesson 1, Problem Solving (976-978); Lesson 2, Problem Solving (985-986); Lesson 3, Problem Solving (991-994); Lesson 4, Problem Solving (1001-1002); Lesson 10, Problem Solving (1045-1047)		
2. Money: Solve a variety of problems involving money.			
Standard 5: Data Analysis - The student will use data analysis, statistics and probability to interpret data in a variety of contexts.			
1. Data Analysis			
a. Compare and translate displays of data and justify the selection of the type of table of graph (e.g., charts, tables, bar graphs, pictographs, line graphs, circle graphs, Venn diagrams).	**Unit 9:** Lesson 5, Problem Solving (1005-1007); Lesson 6, Problem Solving (1016-1017)		
b. Formulate questions, design investigations, consider samples, and collect, organize, and analyze data using observation, measurement, surveys, or experiments (e.g., how far can 5th graders throw a softball based on where it first hits the ground?).			
2. Probability			
a. Determine the probability of events occurring in familiar contexts or experiments and express probabilities as fractions from zero to one (e.g., find the fractional probability of an event given a biased spinner).			
b. Use the fundamental counting principle on sets with up to four items to determine the number of possible combinations (e.g. create a tree diagrams to see possible combinations).			
3. Central Tendency: Determine the range (spread), mode (most often), and median (middle) of a set of data.			

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Grades 6-8			
Process Standard 1: Problem Solving			
1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.			
2. Use technology to generate and analyze data to solve problems.			
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.			
4. Evaluate results to determine their reasonableness.			**Unit 1:** Lesson 14, Problem Solving (141-142)
5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and non-routine problems.	**Unit 5:** Lesson 14, Problem Solving (621-622)		
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.			
Process Standard 2: Communication			
1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, and algebraic).			
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).			
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).			
Process Standard 3: Reasoning			
1. Identify and extend patterns and use experiences and observations to make suppositions.			

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2. Use counter examples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).			
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).			
4. Select and use various types of reasoning (e.g**.,** recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).			
Process Standard 4: Connections			
1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.			
2. Connect one area or idea of mathematics to another (e.g., relates equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).			
Process Standard 5: Representation			
1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).			
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).			
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).			
4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).			

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Grade 6			
Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns, simplify and write algebraic expressions and equations, and solve simple equations in a variety of contexts.			
1. Generalize and extend patterns and functions using tables, graphs, and number properties (e.g., number sequences, prime and composite numbers, recursive patters like the Fibonacci numbers).	**Unit 6:** Lesson 7, Building Number Concepts (696-699); Lesson 8, Building Number Concepts (706-708); Lesson 9, Building Number Concepts (714-717); Lesson 10, Building Number Concepts (722-726) **Unit 7:** Lesson 1, Building Number Concepts (743-746)		**Unit 1,** Lesson 14, Problem Solving (141-142) **Unit 2**: Lesson 3, Problem Solving (197-198) **Unit 4:** Lesson 1, Building Number Concepts (429-432); Lesson 3, Building Number Concepts (448-452); Lesson 4, Building Number Concepts (460-463); Lesson 5, Building Number Concepts (471-475); Lesson 6, Building Number Concepts (480-483); Lesson 7, Building Number Concepts (489-491); Lesson 8, Building Number Concepts (498-501); Lesson 9, Building Number Concepts (508-510); Lesson 10, Building Number Concepts (518-523)
2. Write algebraic expressions and simple equations that correspond to a given situation.			**Unit 2:** Lesson 1, Building Number Concepts (171-174); Lesson 8, Building Number Concepts (234-237); Lesson 9, Building Number Concepts (244-248); Lesson 11, Building Number Concepts (262-267); Lesson 12, Building Number Concepts (274-277); Lesson 14, Building Number Concepts (293-296); Lesson 15, Building Number Concepts (301-307) **Unit 4:** Lesson 1, Building Number Concepts (429-432); Lesson 3, Building Number Concepts (448-452); Lesson 4, Building Number Concepts (460-463); Lesson 5, Building Number Concepts (471-475); Lesson 6, Building Number Concepts (480-483); Lesson 7, Building Number Concepts (489-491); Lesson 8, Building Number Concepts (498-501); Lesson 9, Building Number

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			Concepts (508-510); Lesson 10, Building Number Concepts (518-523) **Unit 5:** Lesson 1, Building Number Concepts (541-545); Lesson 2, Building Number Concepts (553-555); Lesson 3, Building Number Concepts (561-564); Lesson 4, Building Number Concepts (570-575); Lesson 6, Building Number Concepts (588-594); Lesson 7, Building Number Concepts (597-601); Lesson 8, Building Number Concepts (608-612); Lesson 10, Building Number Concepts (622-627) **Unit 7:** Lesson 1, Building Number Concepts (751-754); Lesson 2, Building Number Concepts (763-765); Lesson 3, Building Number Concepts (772-777); Lesson 4, Building Number Concepts (780-785); Lesson 6, Building Number Concepts (801-804); Lesson 7, Building Number Concepts (811-815); Lesson 8, Building Number Concepts (822-825); Lesson 9, Building Number Concepts (831-833); Lesson 10, Building Number Concepts (839-843)
3. Use substitution to simplify and evaluate algebraic expressions (e.g., if x = 5 evaluate 3 - 5x).			**Unit 2:** Lesson 4, Building Number Concepts (202-205); Lesson 5, Building Number Concepts (211-213); Lesson 6, Building Number Concepts (218-220); Lesson 8, Building Number Concepts (234-237) **Unit 5:** Lesson 1, Building Number Concepts (541-545); Lesson 2, Building Number Concepts (553-555); Lesson 3, Building Number Concepts (561-564); Lesson 4, Building Number Concepts (570-575); Lesson 6, Building Number Concepts (588-594); Lesson 7, Building Number Concepts (597-601); Lesson 8, Building Number Concepts (608-612); Lesson 10, Building Number Concepts (622-627)
4. Write and solve one-step equations with one variable using number sense, the properties of			**Unit 2:** Lesson 6, Building Number Concepts (218-220); Lesson 8, Building Number Concepts (234-237); Lesson 9, Building

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operations, and the properties of equality (e.g., 1/3x = 9).			Number Concepts (244-248); Lesson 11, Building Number Concepts (262-267); Lesson 12, Building Number Concepts (274-277); Lesson 14, Building Number Concepts (293-296); Lesson 15, Building Number Concepts (301-307) **Unit 7:** Lesson 2, Building Number Concepts (763-765); Lesson 3, Building Number Concepts (772-777); Lesson 4, Building Number Concepts (780-785); Lesson 6, Building Number Concepts (801-804); Lesson 7, Building Number Concepts (811-815); Lesson 8, Building Number Concepts (822-825); Lesson 9, Building Number Concepts (831-833); Lesson 10, Building Number Concepts (839-843)
Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute with integers, fractions, and decimals.			
1. Number Sense: Convert compare, and order decimals, fractions, and percents using a variety of methods.		**Unit 5:** Lesson 7, Building Number Concepts (545-549); Lesson 9, Building Number Concepts (563-568); Lesson 10, Building Number Concepts (573-576); Lesson 11, Building Number Concepts (581-586); Lesson 12, Building Number Concepts (589-593); Lesson 13, Building Number Concepts (597-601); Lesson 14, Building Number Concepts (606-611); Lesson 15, Building Number Concepts (616-620) **Unit 7:** Lesson 1, Building Number Concepts (769-772); Lesson 2, Building Number Concepts (780-782); Lesson 3, Building Number Concepts (790-792); Lesson 5, Building Number Concepts (810-814); Lesson 10, Building Number Concepts (844-847)	**Unit 1:** Lesson 7, Building Number Concepts (72-75) **Unit 4:** Lesson 4, Problem Solving (464-467)
2. Number Operations			

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a. Multiply and divide fractions and mixed numbers to solve problems using a variety of methods.		**Unit 3:** Lesson 1, Building Number Concepts (255-259); Lesson 2, Building Number Concepts (265-267); Lesson 3, Building Number Concepts (272-275); Lesson 3, Problem Solving (276-277); Lesson 4, Building Number Concepts (280-282); Lesson 5, Building Number Concepts (288-292); Lesson 7, Building Number Concepts (307-310); Lesson 8, Building Number Concepts (317-321); Lesson 9, Building Number Concepts (326-330); Lesson 9, Problem Solving (331-332); Lesson 10, Building Number Concepts (335-337); Lesson 11, Building Number Concepts (342-345); Lesson 11, Problem Solving (346-347); Lesson 13, Building Number Concepts (360-364); Lesson 14, Building Number Concepts (369-371); Lesson 14, Problem Solving (372-374); Lesson 15, Building Number Concepts (376-381) **Unit 4:** Lesson 1, Problem Solving (402-403); Lesson 2, Problem Solving (412-413); Lesson 6, Building Number Concepts (445-448); Lesson 6, Problem Solving (449-450); Lesson 7, Building Number Concepts (453-456); Lesson 8, Building Number Concepts (462-463); Lesson 9, Building Number Concepts (468-470); Lesson 9, Problem Solving (471-472); Lesson 10, Building Number Concepts (475-477) **Unit 6:** Lesson 6, Building Number Concepts (678-681); Lesson 7, Building Number Concepts (687-689); Lesson 8, Building Number Concepts (692-694); Lesson 11, Building Number Concepts (716-719); Lesson 12, Building Number Concepts (725-727); Lesson 13, Building Number Concepts (733-735); Lesson 13, Problem Solving (736-737); Lesson 14, Building Number Concepts (740-744); Lesson 15, Building Number Concepts (747-751)	**Unit 1:** Lesson 3, Building Number Concepts (30-32); Lesson 4, Building Number Concepts (41-44); Lesson 5, Building Number Concepts (52-55); Lesson 6, Building Number Concepts (60-63); Lesson 15, Building Number Concepts (145-152)

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b. Multiply and divide decimals with one- or two-digit multipliers or divisors to solve problems.			**Unit 1:** Lesson 11, Building Number Concepts (112-114); Lesson 12, Building Number Concepts (120-123); Lesson 13, Building Number Concepts (128-131); Lesson 14, Building Number Concepts (138-140); Lesson 15, Building Number Concepts (145-152)
c. Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents (e.g., 7/8 + 8/9 is about 2, 3.9 + 5.3 is about 9).			
d. Use the basic operations on integers to solve problems.		**Unit 8:** Lesson 5, Building Number Concepts (895-899); Lesson 6, Building Number Concepts (904-907); Lesson 7, Building Number Concepts (913-916); Lesson 8, Building Number Concepts (919-922); Lesson 9, Building Number Concepts (928-931); Lesson 13, Building Number Concepts (959-964); Lesson 14, Building Number Concepts (967-971); Lesson 15, Building Number Concepts (974-982) **Unit 9:** Lesson 1, Building Number Concepts (999-1003); Lesson 2, Building Number Concepts (1009-1013); Lesson 4, Building Number Concepts (1026-1030); Lesson 6, Building Number Concepts (1043-1047); Lesson 9, Building Number Concepts (1062-1065); Lesson 10, Building Number Concepts (1068-1070)	
e. Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.	**Unit 7:** Lesson 2, Building Number Concepts (752-755); Lesson 3, Building Number Concepts (760-762); Lesson 4, Building Number Concepts (767-769); Lesson 9, Building Number Concepts (806-809); Lesson 10, Building Number Concepts (815-820)		
Standard 3: Geometry - The student will use geometric properties and relationships to recognize, describe, and analyze shapes and representations in a variety of contexts.			
1. Compare and contrast the basic characteristics of three-dimensional figures (pyramids, prisms, cones, and cylinders).	**Unit 7:** Lesson 7, Problem Solving (790-793); Lesson 9, Problem Solving (810-812); Lesson 10, Problem Solving (821-824)		**Unit 5:** Lesson 1, Problem Solving (546-550); Lesson 2, Problem Solving (556-558); Lesson 3, Problem Solving (565-567)

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2. Compare and contrast congruent and similar figures.	**Unit 3:** Lesson 12, Problem Solving (341-343) **Unit 6:** Lesson 4, Problem Solving (677-678); Lesson 6, Problem Solving (692-693); Lesson 7, Problem Solving (700-703); Lesson 8, Problem Solving (709-711); Lesson 9, Problem Solving (718-719); Lesson 10, Problem Solving (727-730) **Unit 7:** Lesson 4, Problem Solving (770-772); Lesson 6, Problem Solving (785-787); Lesson 7, Problem Solving (790-793); Lesson 8, Problem Solving (799-803); Lesson 9, Problem Solving (810-812); Lesson 10, Problem Solving (821-824)		
3. Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants.		**Unit 8:** Lesson 8, Problem Solving (923-925); Lesson 10, Problem Solving (934-939); Lesson 11, Problem Solving (944-950); Lesson 12, Problem Solving (953-956); Lesson 15, Problem Solving (983-987) **Unit 9:** Lesson 1, Problem Solving (1004-1006); Lesson 2, Problem Solving (1014-1016); Lesson 3, Problem Solving (1019-1023); Lesson 4, Problem Solving (1031-1032); Lesson 5, Problem Solving (1035-1038); Lesson 7, Problem Solving (1050-1053); Lesson 8, Problem Solving (1056-1059); Lesson 10, Problem Solving (1071-1076)	**Unit 9:** Lesson 1, Problem Solving (1013-1015); Lesson 2, Problem Solving (1022-1024); Lesson 3, Problem Solving (1032-1034)
Standard 4: Measurement - The student will use measurements within the metric and customary systems to solve problems in a variety of contexts.			
1. Use formulas to find the circumference and area of circles in terms of pi.			
2. Convert, add, or subtract measurements within the same system to solve problems (e.g., 9' 8" + 3' 6, 150 minutes = __ hours and __ minutes, 6 square inches = __ square feet).	**Unit 9:** Lesson 2, Problem Solving (985-986); Lesson 3, Problem Solving (991-994); Lesson 4, Problem Solving (1001-1002); Lesson 5, Problem Solving (1005-1007); Lesson 6, Problem Solving (1016-1017); Lesson 10, Problem Solving (1045-1047)		

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Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.			
1. Data Analysis: Organize, construct displays, and interpret data to solve problems (e.g., data from student experiments, tables, diagrams, charts, graphs).		**Unit 8:** Lesson 1, Problem Solving (866-867); Lesson 3, Problem Solving (882-883); Lesson 4, Problem Solving (889-892); Lesson 6, Problem Solving (908-910); Lesson 8, Problem Solving (923-925)	**Unit 1:** Lesson 6, Problem Solving (64-69); Lesson 7, Problem Solving (76-80); Lesson 8, Problem Solving (88-92); Lesson 9, Problem Solving (98-101); Lesson 11, Problem Solving (115-117); Lesson 12, Problem Solving (124-125); Lesson 13, Problem Solving (132-135); Lesson 15, Problem Solving (153-159)
2. Probability: Use the fundamental counting principle on sets with up to five items to determine the number of possible combinations.			
3. Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context.			**Unit 1:** Lesson 1, Problem Solving (14-17); Lesson 3, Problem Solving (33-38); Lesson 4, Problem Solving (45-49); Lesson 6, Problem Solving (64-69); Lesson 7, Problem Solving (76-80); Lesson 8, Problem Solving (88-92); Lesson 13, Problem Solving (132-135); Lesson 15, Problem Solving (153-159)

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Grade 7			
Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use number properties and algebraic reasoning to identify, simplify, and solve simple linear equations and inequalities.			
1. Identify, describe, and analyze functional relationships (linear and nonlinear) between two variables (e.g., as the value of x increases on a table, do the values of y increase or decrease, identify a positive rate of change on a graph and compare it to a negative rate of change).			**Unit 1:** Lesson 14, Problem Solving (141-142); **Unit 2:** Lesson 4, Problem Solving (206-208); Lesson 6, Problem Solving (221-224); Lesson 7, Problem Solving (232-231) **Unit 4:** Lesson 6, Building Number Concepts (480-483); Lesson 7, Building Number Concepts (489-491)

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			Unit 9: Lesson 1, Building Number Concepts (1009-1012); Lesson 2, Building Number Concepts (1019-1021); Lesson 3, Building Number Concepts (1028-1031); Lesson 4, Building Number Concepts (1038-1041); Lesson 5, Building Number Concepts (1044-1048)
2. Write and solve two-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., -2x + 4 = -2).			**Unit 7:** Lesson 6, Building Number Concepts (801-804); Lesson 7, Building Number Concepts (811-815); Lesson 8, Building Number Concepts (822-825); Lesson 9, Building Number Concepts (831-833); Lesson 10, Building Number Concepts (839-843) **Unit 8:** Lesson 1, Building Number Concepts (863-868) Lesson 2, Building Number Concepts (874-877); 3, Building Number Concepts (883-886); Lesson 6, Building Number Concepts (909-911); Lesson 7, Building Number Concepts (918-920); Lesson 8, Building Number Concepts (928-932); Lesson 9, Building Number Concepts (938-941); Lesson 11, Building Number Concepts (954-956); Lesson 12, Building Number Concepts (962-964); Lesson 13, Building Number Concepts (970-974); Lesson 14, Building Number Concepts (981-983); Lesson 15, Building Number Concepts (989-993)
3. Inequalities: Model, write, solve, and graph one-step linear inequalities with one variable.			**Unit 3:** Lesson 1, Building Number Concepts (325-330); Lesson 2, Building Number Concepts (339-341); Lesson 3, Building Number Concepts (348-351); Lesson 4, Building Number Concepts (355-357); Lesson 5, Building Number Concepts (365-369); Lesson 7, Building Number Concepts (383-386); Lesson 9, Building Number Concepts (400-402); Lesson 10, Building Number Concepts (408-413) **Unit 8:** Lesson 1, Building Number Concepts (863-868); Lesson 2, Building Number Concepts (874-877); Lesson 3, Building

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			Number Concepts (883-886); Lesson 6, Building Number Concepts (909-911); Lesson 7, Building Number Concepts (918-920); Lesson 8, Building Number Concepts (928-932); Lesson 9, Building Number Concepts (938-941); Lesson 11, Building Number Concepts (954-956); Lesson 12, Building Number Concepts (962-964); Lesson 13, Building Number Concepts (970-974); Lesson 14, Building Number Concepts (981-983); Lesson 15, Building Number Concepts (989-993)
Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems.			
1. Number Sense			
a. Compare and order positive and negative rational numbers.			
b. Build and recognize models of perfect squares to find their square roots and estimate the square root of other numbers (e.g., the square root of 12 is between 3 and 4).			**Unit 10:** Lesson 5, Building Number Concepts (1195-1198); Lesson 9, Building Number Concepts (1229-1232); Lesson 10, Building Number Concepts (1235-1240)
c. Demonstrate the concept of ratio and proportion with models (e.g., similar geometric shapes, scale models).			**Unit 2:** Lesson 3, Building Number Concepts (193-196); Lesson 7, Building Number Concepts (227-229); Lesson 8, Problem Solving (238-240); Lesson 9, Problem Solving (249-250); Lesson 10, Problem Solving (254-256); Lesson 11, Problem Solving (268-270); Lesson 12, Problem Solving (278-280); Lesson 13, Building Number Concepts (284-285); Lesson 13, Problem Solving (286-289); Lesson 14, Problem Solving (297-298); Lesson 15, Problem Solving (308-313) **Unit 3:** Lesson 1, Problem Solving (331-335); Lesson 2, Problem Solving (342-344); Lesson 4, Problem Solving (358-361); Lesson 6, Problem Solving (374-380); Lesson 8, Problem

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			Solving (392-396); Lesson 10, Problem Solving (414-417) **Unit 4:** Lesson 1, Problem Solving (433-435); Lesson 2, Building Number Concepts (439-440); Lesson 2, Problem Solving (441-445); Lesson 3, Problem Solving (453-456); Lesson 4, Problem Solving (464-467); Lesson 6, Problem Solving (484-486); Lesson 7, Problem Solving (492-495); Lesson 8, Problem Solving (502-505); Lesson 9, Problem Solving (511-514); Lesson 10, Problem Solving (524-529) **Unit 7:** Lesson 9, Building Number Concepts (831-833)
2. Number Operations			
a. Solve problems using ratios and proportions.			
b. Solve percent application problems (e.g., discounts, tax, finding the missing value of percent/part/whole).			**Unit 4:** Lesson 1, Problem Solving (433-435); Lesson 2, Building Number Concepts (439-440); Lesson 2, Problem Solving (441-445); Lesson 3, Problem Solving (453-456); Lesson 4, Problem Solving (464-467); Lesson 6, Problem Solving (484-486); Lesson 7, Problem Solving (492-495); Lesson 8, Problem Solving (502-505); Lesson 9, Problem Solving (511-514); Lesson 10, Problem Solving (524-529)
c. Simplify numerical expressions with integers, exponents, and parentheses using order of operations.			**Unit 6:** Lesson 1, Building Number Concepts (643-650); Lesson 3, Building Number Concepts (664-670); Lesson 4, Building Number Concepts (678-683); Lesson 5, Building Number Concepts (686-689); Lesson 7, Building Number Concepts (703-709); Lesson 10, Building Number Concepts (728-732)
Standard 3: Geometry - The student will apply the properties and relationships of plane geometry in a variety of contexts.			
1. Classify regular and irregular geometric figures including triangles and quadrilaterals according to their sides and angles.		**Unit 3:** Lesson 12, Building Number Concepts (350-354) **Unit 4:** Lesson 8, Problem Solving (464-465)	**Unit 7:** Lesson 1, Problem Solving (755-760); Lesson 2, Problem Solving (766-769); Lesson 4, Problem Solving (786-790); Lesson 5,

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		Unit 5: Lesson 7, Problem Solving (550-551); Lesson 8, Problem Solving (558-560); Lesson 9, Problem Solving (569-570); Lesson 12, Problem Solving (594-595); Lesson 13, Problem Solving (602-603); Lesson 14, Problem Solving (612-613); Lesson 15, Problem Solving (621-627)	Problem Solving (793-796); Lesson 6, Problem Solving (805-808); Lesson 7, Problem Solving (816-819); Lesson 8, Problem Solving (826-828); Lesson 9, Problem Solving (834-836); Lesson 10, Problem Solving (844-851)
2. Identify and analyze the angle relationships formed by parallel lines cut by a transversal (e.g., alternate interior angles, alternate exterior angles, adjacent, and vertical angles).		**Unit 3:** Lesson 8, Problem Solving (322-324); Lesson 12, Problem Solving (355-357); Lesson 13, Problem Solving (365-366); Lesson 15, Problem Solving (382-385) **Unit 5:** Lesson 7, Problem Solving (550-551); Lesson 8, Problem Solving (558-560); Lesson 9, Problem Solving (569-570)	**Unit 7:** Lesson 2, Problem Solving (766-769); Lesson 4, Problem Solving (786-790); Lesson 5, Problem Solving (793-796); Lesson 6, Problem Solving (805-808); Lesson 7, Problem Solving (816-819); Lesson 8, Problem Solving (826-828); Lesson 9, Problem Solving (834-836); Lesson 10, Problem Solving (844-851)
3. Construct geometric figures and identify geometric transformations on the rectangular coordinate plane (e.g., rotations, translations, reflections, magnifications).		**Unit 9:** Lesson 4, Problem Solving (1031-1032); Lesson 5, Problem Solving (1035-1038); Lesson 7, Problem Solving (1050-1053); Lesson 8, Problem Solving (1056-1059); Lesson 10, Problem Solving (1071-1076)	**Unit 9:** Lesson 2, Problem Solving (1022-1024); Lesson 3, Problem Solving (1032-1034)
Standard 4: Measurement - The student will use measurement to solve problems in a variety of contexts.			
1. Develop and apply the formulas for perimeter and area of triangles and quadrilaterals to solve problems.	**Unit 5:** Lesson 3, Problem Solving (533-535); Lesson 4, Problem Solving (542-543); Lesson 6, Problem Solving (558-561); Lesson 7, Problem Solving (568-569); Lesson 8, Problem Solving (575-576); Lesson 9, Problem Solving (579-583); Lesson 11, Problem Solving (598-599); Lesson 12, Problem Solving (606-608); Lesson 13, Problem Solving (614-615); Lesson 15, Problem Solving (629-632)	**Unit 6:** Lesson 9, Problem Solving (700-704)	
2. Apply the formula for the circumference and area of a circle to solve problems.		**Unit 6:** Lesson 9, Problem Solving (700-704); Lesson 10, Problem Solving (707-711); Lesson 11, Problem Solving (720-722); Lesson 12, Problem Solving (728-730)	
3. Find the area and perimeter of composite figures to solve application problems.	**Unit 5:** Lesson 4, Problem Solving (542-543); Lesson 6, Problem Solving (558-561); Lesson 7, Problem Solving (568-569); Lesson 8, Problem Solving (575-576); Lesson 9, Problem		

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	Solving (579-583); Lesson 11, Problem Solving (598-599); Lesson 12, Problem Solving (606-608); Lesson 13, Problem Solving (614-615); Lesson 15, Problem Solving (629-632)		
Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.			
1. Data Analysis: Compare, translate, and interpret between displays of data (e.g., multiple sets of data on the same graph, data from subsets of the same population, combinations of diagrams, tables, charts, and graphs).	**Unit 8:** Lesson 7, Problem Solving (893-894); Lesson 8, Problem Solving (900-902); Lesson 9, Problem Solving (908-910); Lesson 11, Problem Solving (923-925); Lesson 12, Problem Solving (932-933); Lesson 14, Problem Solving (946-947); Lesson 15, Problem Solving (955-958)		
2. Probability: Determine the probability of an event involving "or", "and", or "not" (e.g., on a spinner with one blue, two red and two yellow sections, what is the probability of getting a red or a yellow?).		**Unit 7:** Lesson 1, Problem Solving (773-777); Lesson 2, Problem Solving (783-787); Lesson 3, Problem Solving (793-797); Lesson 4, Building Number Concepts (800-804); Lesson 4, Problem Solving (805-807); Lesson 6, Problem Solving (819-822); Lesson 7, Building Number Concepts (825-828); Lesson 7, Problem Solving (829-831); Lesson 8, Problem Solving (834-836); Lesson 9, Problem Solving (839-841); Lesson 10, Problem Solving (848-851)	
3. Central Tendency: Compute the mean, median, mode, and range for data sets and understand how additional data or outliers in a set may affect the measures of central tendency.	**Unit 8:** Lesson 1, Problem Solving (842-844); Lesson 2, Problem Solving (850-851); Lesson 3, Problem Solving (858-861); Lesson 4, Problem Solving (869-871); Lesson 5, Problem Solving (874-876); Lesson 6, Problem Solving (885-887); Lesson 7, Problem Solving (893-894); Lesson 8, Problem Solving (900-902); Lesson 9, Problem Solving (908-910); Lesson 11, Problem Solving (923-925); Lesson 12, Problem Solving (932-933); Lesson 14, Problem Solving (946-947); Lesson 15, Problem Solving (955-958)		**Unit 1:** Lesson 4, Problem Solving (45-49); Lesson 6, Problem Solving (64-69); Lesson 7, Problem Solving (76-80); Lesson 8, Problem Solving (88-92)

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Grade 8			
Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will graph and solve linear equations and inequalities in problem solving situations.			
1. Equations			**Unit 1:** Lesson 14, Problem Solving (141-142)
a. Model, write, and solve multi-step linear equations with one variable using a variety of methods to solve application problems.			**Unit 8:** Lesson 1, Building Number Concepts (863-868); Lesson 2, Building Number Concepts (874-877); Lesson 3, Building Number Concepts (883-886); Lesson 6, Building Number Concepts (909-911); Lesson 7, Building Number Concepts (918-920); Lesson 8, Building Number Concepts (928-932); Lesson 9, Building Number Concepts (938-941); Lesson 11, Building Number Concepts (954-956); Lesson 12, Building Number Concepts (962-964); Lesson 13, Building Number Concepts (970-974); Lesson 14, Building Number Concepts (981-983); Lesson 15, Building Number Concepts (989-993) **Unit 9:** Lesson 1, Building Number Concepts (1009-1012); Lesson 3, Building Number Concepts (1028-1031); Lesson 4, Building Number Concepts (1038-1041); Lesson 5, Building Number Concepts (1044-1048); Lesson 6, Building Number Concepts (1053-1055); Lesson 6, Problem Solving (1056-1059); Lesson 7, Building Number Concepts (1062-1065); Lesson 7, Problem Solving (1066-1067); Lesson 8, Building Number Concepts (1071-1074); Lesson 8, Problem Solving (1075-1076); Lesson 9, Building Number Concepts (1079-1082); Lesson 9, Problem Solving (1083-1085); Lesson 10, Building Number Concepts (1088-1093); Lesson 11, Building Number Concepts (1098-1100); Lesson 11, Problem Solving (1101-1105); Lesson 12, Building Number Concepts (1109-1111); Lesson 12, Problem Solving

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			(1112-1116); Lesson 13, Building Number Concepts (1119-1120); Lesson 13, Problem Solving (1121-1123); Lesson 14, Building Number Concepts (1127-1132); Lesson 14, Problem Solving (1133-1134); Lesson 15, Building Number Concepts (1137-1141); Lesson 15, Problem Solving (1142-1148)
b. Graph and interpret the solution to one- and two-step linear equations on a number line with one variable and on a coordinate plane with two variables.			**Unit 9:** Lesson 1, Building Number Concepts (1009-1012); Lesson 3, Building Number Concepts (1028-1031); Lesson 4, Building Number Concepts (1038-1041); Lesson 5, Building Number Concepts (1044-1048); Lesson 6, Building Number Concepts (1053-1055); Lesson 6, Problem Solving (1056-1059); Lesson 7, Building Number Concepts (1062-1065); Lesson 7, Problem Solving (1066-1067); Lesson 8, Building Number Concepts (1071-1074); Lesson 8, Problem Solving (1075-1076); Lesson 9, Building Number Concepts (1079-1082); Lesson 9, Problem Solving (1083-1085); Lesson 10, Building Number Concepts (1088-1093); Lesson 11, Building Number Concepts (1098-1100); Lesson 11, Problem Solving (1101-1105); Lesson 12, Building Number Concepts (1109-1111); Lesson 12, Problem Solving (1112-1116); Lesson 13, Building Number Concepts (1119-1120); Lesson 13, Problem Solving (1121-1123); Lesson 14, Building Number Concepts (1127-1132); Lesson 14, Problem Solving (1133-1134); Lesson 15, Building Number Concepts (1137-1141); Lesson 15, Problem Solving (1142-1148)
c. Predict the effect on the graph of a linear equation when the slope or y-intercept changes (e.g., make predictions from graphs, identify the slope or y-intercept in the equation y = mx + b and relate to a graph).			**Unit 9:** Lesson 1, Building Number Concepts (1009-1012); Lesson 6, Problem Solving (1056-1059); Lesson 7, Building Number Concepts (1062-1065); Lesson 7, Problem Solving (1066-1067); Lesson 8, Building Number Concepts (1071-1074); Lesson 8, Problem Solving (1075-1076); Lesson 9, Building Number Concepts (1079-1082);

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			Lesson 9, Problem Solving (1083-1085); Lesson 10, Building Number Concepts (1088-1093); Lesson 11, Building Number Concepts (1098-1100); Lesson 11, Problem Solving (1101-1105); Lesson 12, Building Number Concepts (1109-1111); Lesson 12, Problem Solving (1112-1116); Lesson 13, Building Number Concepts (1119-1120); Lesson 13, Problem Solving (1121-1123); Lesson 14, Building Number Concepts (1127-1132); Lesson 14, Problem Solving (1133-1134); Lesson 15, Building Number Concepts (1137-1141); Lesson 15, Problem Solving (1142-1148)
d. Apply appropriate formulas to solve problems (e.g., d=rt, I=prt).			**Unit 8:** Lesson 6, Problem Solving (912-915); Lesson 7, Problem Solving (921-925); Lesson 8, Problem Solving (933-935); Lesson 10, Problem Solving (946-949); Lesson 11, Problem Solving (957-959); Lesson 12, Problem Solving (965-967); Lesson 13, Problem Solving (975-978)
2. Inequalities: Model, write, solve, and graph one- and two-step linear inequalities with one variable.			**Unit 3:** Lesson 2, Building Number Concepts (339-341); Lesson 3, Building Number Concepts (348-351); Lesson 4, Building Number Concepts (355-357); Lesson 5, Building Number Concepts (365-369); Lesson 7, Building Number Concepts (383-386); Lesson 7, Problem Solving (387-389); Lesson 9, Building Number Concepts (400-402); Lesson 9, Problem Solving (403-404); Lesson 10, Building Number Concepts (408-413) **Unit 8:** Lesson 1, Problem Solving (869-871); Lesson 2, Problem Solving (878-800);; Lesson 3, Problem Solving (887-891); Lesson 4, Problem Solving (894-898); Lesson 5, Problem Solving (901-904); Lesson 9, Problem Solving (942-943); Lesson 12, Problem Solving (965-967); Lesson 13, Problem Solving (975-978); Lesson 14, Problem Solving (984-986); Lesson 15, Problem Solving (994-997)

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Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems.			
1. Number Sense: Represent and interpret large numbers and numbers less than one in exponential and scientific notation.			
2. Number Operations			
a. Use the rules of exponents, including integer exponents, to solve problems (e.g., $7^2 \cdot 7^3 = 7^5$, $3^{-10} \cdot 3^8 = 3^{-2}$).			
b. Solve problems using scientific notation.			
c. Simplify numerical expressions with rational numbers, exponents, and parentheses using order of operations.			**Unit 10:** Lesson 7, Building Number Concepts (1211-1214); Lesson 8, Building Number Concepts (1220-1222)
Standard 3: Geometry - The student will use geometric properties to solve problems in a variety of contexts.			
1. Construct models, sketch (from different perspectives), and classify solid figures such as rectangular solids, prisms, cones, cylinders, pyramids, and combined forms.			**Unit 5:** Lesson 8, Problem Solving (613-614); Lesson 9, Problem Solving (617-619); Lesson 10, Problem Solving (628-632)
2. Develop the Pythagorean Theorem and apply the formula to find the length of line segments, the shortest distance between two points on a graph, and the length of an unknown side of a right triangle.			**Unit 10:** Lesson 1, Building Number Concepts (1159-1167); Lesson 2, Building Number Concepts (1170-1175); Lesson 3, Building Number Concepts (1178-1185); Lesson 10, Building Number Concepts (1235-1240)
Standard 4: Measurement - The student will use measurement to solve problems in a variety of contexts.			
1. Develop and apply formulas to find the surface area and volume of rectangular prisms, triangular prisms, and cylinders (in terms of pi).			**Unit 5:** Lesson 5, Problem Solving (578-583); Lesson 7, Problem Solving (602-605.); Lesson 8, Problem Solving (613-614); Lesson 9, Problem Solving (617-619); Lesson 10, Problem Solving (628-632) **Unit 6:** Lesson 1, Problem Solving (651-653); Lesson 2, Problem Solving (656-661); Lesson 3, Problem Solving (671-675); Lesson 6, Problem Solving (694-700); Lesson 8, Problem

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			Solving (712-714); Lesson 9, Problem Solving (717-724); Lesson 10, Problem Solving (733-739)
2. Apply knowledge of ratio and proportion to solve relationships between similar geometric figures.			
3. Find the area of a "region of a region" for simple composite figures and the area of cross sections of regular geometric solids (e.g., area of a rectangular picture frame).			
Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.			
1. Data Analysis: Select, analyze and apply data displays in appropriate formats to draw conclusions and solve problems.			
2. Probability: Determine how samples are chosen (random, limited, biased) to draw and support conclusions about generalizing a sample to a population (e.g., is the average height of a men's college basketball team a good representative sample for height predictions?).		**Unit 7:** Lesson 8, Problem Solving (834-836); Lesson 9, Problem Solving (839-841); Lesson 10, Problem Solving (848-851)	
3. Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data and understand why a specific measure provides the most useful information in a given context.			

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Algebra			
Standard 1: Number Sense and Algebraic Operations - The student will use expressions and equations to model number relationships.			
1. Equations and Formulas			
a. Translate word phrases and sentences into expressions and equations and vice versa.			
b. Solve literal equations involving several variables for one variable in terms of the others.			
c. Use the formulas from measurable attributes of geometric models (perimeter, circumference, area and volume), science, and statistics to solve problems within an algebraic context.			
d. Solve two-step and three-step problems using concepts such as rules of exponents, rate, distance, ratio and proportion, and percent.			
2. Expressions			
a. Simplify and evaluate linear, absolute value, rational and radical expressions.			
b. Simplify polynomials by adding, subtracting or multiplying.			
c. Factor polynomial expressions.			
Standard 2: Relations and Functions - The student will use relations and functions to model number relationships.			
1. Relations and Functions			
a. Distinguish between linear and nonlinear data.			**Unit 10:** Lesson 4, Problem Solving (1188-1192); Lesson 6, Problem Solving (1203-1208); Lesson 10, Problem Solving (1241-1247)
b. Distinguish between relations and functions.			
c. Identify dependent and independent variables, domain and range.			
d. Evaluate a function using tables, equations or graphs.			
2. Linear Equations and Graphs			
a. Solve linear equations by graphing or using properties of equality.			

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b. Recognize the parent graph of the functions y = k, y = x, y = |x|, and predict the effects of transformations on the parent graph.			**Unit 10:** Lesson 4, Problem Solving (1188-1192)
c. Slope			
I. Calculate the slope of a line using a graph, an equation, two points or a set of data points.			
II. Use the slope to differentiate between lines that are parallel, perpendicular, horizontal, or vertical.			
III. Interpret the slope and intercepts within the context of everyday life (e.g., telephone charges based on base rate [y-intercept] plus rate per minute [slope]).			
d. Develop the equation of a line and graph linear relationships given the following: slope and y-intercept, slope and one point on the line, two points on the line, x-intercept and y-intercept, a set of data points.			
e. Match equations to a graph, table, or situation and vice versa.			
3. Linear Inequalities and Graphs			
a. Solve linear inequalities by graphing or using properties of inequalities.			
b. Match inequalities (with 1 or 2 variables) to a graph, table, or situation and vice versa.			
4. Solve a system of linear equations by graphing, substitution or elimination.			
5. Nonlinear Functions			
a. Match exponential and quadratic functions to a table, graph or situation and vice versa.			**Unit 10:** Lesson 4, Problem Solving (1188-1192); Lesson 6, Problem Solving (1203-1208); Lesson 7, Problem Solving (1215-1217); Lesson 8, Problem Solving (1223-1226); Lesson 10, Problem Solving (1241-1247)
b. Solve quadratic equations by graphing, factoring, or using the quadratic formula.			**Unit 10:** Lesson 6, Problem Solving (1203-1208); Lesson 7, Problem Solving (1215-1217); Lesson 8, Problem Solving (1223-1226); Lesson 10, Problem Solving (1241-1247)

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Standard 3: Data Analysis, Probability and Statistics - The student will use data analysis, probability and statistics to formulate and justify predictions from a set of data.			
1. Data Analysis			
a. Translate from one representation of data to another and understand that the data can be represented using a variety of tables, graphs, or symbols and that different modes of representation often convey different messages.			
b. Make valid inferences, predictions, and/or arguments based on data from graphs, tables, and charts.			
c. Solve two-step and three-step problems using concepts such as probability and measures of central tendency.			
2. Collect data involving two variables and display on a scatter plot; interpret results using a linear model/equation and identify whether the model/equation is a line best fit for the data.			