

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material	
Subject	Chapter 111. Mathematics
Subchapter	Subchapter B. Middle School
Course	§111.26. Math, Grade 6, Beginning with School Year 2014-2015
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(a) Introduction.

(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.

(2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(3) The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

(4) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(i) apply mathematics to problems arising in everyday life	Instruction		366	9.4 Exploration 2
			(Drop-down menu)		586	12.3 Exercise 5
					588	13.1 Exercise 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(ii) apply mathematics to problems arising in society	Instruction		414	10.4 Problem 2
			(Drop-down menu)		585	12.3 Exercise 4
					588	12.3 Exercise 15
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(iii) apply mathematics to problems arising in the workplace	Instruction		164	5.3 Exploration 1
			(Drop-down menu)		29	2.2 Exercise 7
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	(i) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process	Instruction		319	8.5 above Exploration 1
			(Drop-down menu)		324	8.5 Investigation 14

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	(ii) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the reasonableness of the solution	Instruction	543	12.1 Exploration 1
			(Drop-down menu)	221	6.3 Ingenuity 12
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(i) select tools, including real objects as appropriate, to solve problems	Instruction	3	1.1 bottom with set models and number line models
			(Drop-down menu)	22	Exercise 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(ii) select tools, including manipulatives as appropriate, to solve problems	Instruction	46	2.5 Example 1
			(Drop-down menu)	49	2.5 Exercise 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iii) select tools, including paper and pencil as appropriate, to solve problems	Instruction	281	8.1 Activity: Folding Paper
			(Drop-down menu)	32	2.2 Exercise 9 (Investigation)
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iv) select tools, including technology as appropriate, to solve problems	Instruction	353	9.3 Exploration
			(Drop-down menu)	361	9.3 Exercise 3
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(v) select techniques, including mental math as appropriate, to solve problems	Instruction	300	8.3 Exploration 1
			(Drop-down menu)	295	8.2 Exercise 16

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(vi) select techniques, including estimation as appropriate, to solve problems	Instruction		319	8.5 Exploration 1
			(Drop-down menu)		324	8.5 Exercise 12 (Ingenuity)
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(vii) select techniques, including number sense as appropriate, to solve problems	Instruction		33	2.3 Exploration 1
			(Drop-down menu)		26	2.2 Exercise 14 (Ingenuity)
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(i) communicate mathematical ideas using multiple representations, including symbols as appropriate	Instruction		165	5.3 idea of domain, range and function linking input-output, mapping, and notation
			(Drop-down menu)		598	12.4 Exercise 4
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate	Instruction		35	2.3 Example 2b solution
			(Drop-down menu)		598	12.4 Exercise 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate	Instruction		90	3.5 Example 3
			(Drop-down menu)		169	5.3 Exercise 7
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iv) communicate mathematical ideas using multiple representations, including language as appropriate	Instruction		134	4.6 Exploration 2 (parts 1,4)
			(Drop-down menu)		132	4.5 Exercise 9
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(v) communicate mathematical reasoning using multiple representations, including symbols as appropriate	Instruction		69	3.3 Example 1

			(Drop-down menu)		75	3.3 Exercise 12 (Investigation)
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate	Instruction		267-268	7.5 Example 2
			(Drop-down menu)		285	8.1 Exercise 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate	Instruction		386	10.2 Exploration 1
			(Drop-down menu)		184	5.5 Exercise 4
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(viii) communicate mathematical reasoning using multiple representations, including language as appropriate	Instruction		111	4.2 Exploration 2
			(Drop-down menu)		211	6.2 Exercise 5
					210	6.2 Exercise 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ix) communicate [mathematical ideas] implications using multiple representations, including symbols as appropriate	Instruction		368-369	9.4 Example 2
			(Drop-down menu)		351	9.2 Exercise 17 (Investigation)
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(x) communicate [mathematical ideas] implications using multiple representations, including diagrams as appropriate	Instruction		279-280	8.1 Problem 1
			(Drop-down menu)		598	12.4 Exercise 1b
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xi) communicate [mathematical ideas] implications using multiple representations, including graphs as appropriate	Instruction		89-90	3.5 Example 2 leads to Example 3
			(Drop-down menu)		180	5.4 Exercise 18 (Investigation)

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xii) communicate [mathematical ideas] implications using multiple representations, including language as appropriate	Instruction	463	11.2 Definition of parallel, text in middle of page
			(Drop-down menu)	302	8.3 Exercise 3
				468	11.2 Exercise 2
				463	11.2 Definition of transversal, bottom of page
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate	Instruction	414-415	10.4 Example 3
			(Drop-down menu)	323	8.5 Exercise 4
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate	Instruction	129-130	4.5 Example 1 solution
			(Drop-down menu)	602	12 Review Problem 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate	Instruction	555	12.2 Problem 1
			(Drop-down menu)	571	12.2 Exercise 9
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xvi) communicate [mathematical reasoning's] implications using multiple representations, including language as appropriate	Instruction	525	11.7 Problem 2a
			(Drop-down menu)	241	7.1 EXERcise 18 d (Ingenuity)
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(i) create representations to organize mathematical ideas	Instruction	208	6.2 Problem 2
			(Drop-down menu)	304	8.3 Exercise 11
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(ii) use representations to organize mathematical ideas	Instruction	268	7.5 Divisibility Table at the bottom of the page
			(Drop-down menu)	118	4.3 Exercise 3

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iii) create representations to record mathematical ideas	Instruction	584	12.3 Text, last 3 paragraphs above exercises
			(Drop-down menu)	327	Chapter 8 Review Problem 13
				585	12.3 Exercise 3
				247	7.2 Exercise 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iv) use representations to record mathematical ideas	Instruction	279-280	8.1 Problem 1
			(Drop-down menu)	602	Chapter 12 Review Problem 1
				12.2	12.2 Exercise 17 (Investigation)
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(v) create representations to communicate mathematical ideas	Instruction	209-210	6.2 Exploration 3 a-c
			(Drop-down menu)	573	12.2 Exercise 17 (Investigation)
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(vi) use representations to communicate mathematical ideas	Instruction	580	12.3 Problem 2
			(Drop-down menu)	572	12.2 Exercise 13
				50	2.5 Exercise 10
				179	5.4 Exercise 13a
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(i) analyze mathematical relationships to connect mathematical ideas	Instruction	223	6.4 Exploration D
			(Drop-down menu)	433	10.5 Exercise 9d
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(ii) analyze mathematical relationships to communicate mathematical ideas	Instruction	208	6.2 Problem 3d
			(Drop-down menu)	132	4.5 Exercise 9
				133	4.5 11. Investigation (end)
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(i) display mathematical ideas using precise mathematical language in written or oral communication	Instruction	152-153	5.2 Exploration 1 conclusion about how to express translation, top of page 153
			(Drop-down menu)	184	5.5 Exercise 5
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(ii) display mathematical arguments using precise mathematical language in written or oral communication	Instruction	63	3.2 Example 5
			(Drop-down menu)	65	3.2 Exercise 2

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iii) explain mathematical ideas using precise mathematical language in written or oral communication	Instruction	22-23	2.1 Example 2
			(Drop-down menu)	38	2.3 15. end of Investigation
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iv) explain mathematical arguments using precise mathematical language in written or oral communication	Instruction	40	2.4 Text after Example 1 with definition of opposite and additive inverse
			(Drop-down menu)	12	1.2 Exercise 8
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(v) justify mathematical ideas using precise mathematical language in written or oral communication	Instruction	200	6.1 Text beginning Justify your answer...in middle of page
			(Drop-down menu)	18	Chapter 1, Review Problem 9, Justify your answer
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(vi) justify mathematical arguments using precise mathematical language in written or oral communication	Instruction	367-368	9.4 Example 1
			(Drop-down menu)	16	1.3 Exercise 9
				551	12.1 Exercise 10
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers	(i) classify whole numbers using a visual representation to describe relationships between sets of numbers	Instruction	4	Example 1
			(Drop-down menu)	5	Exercise 2
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers	(ii) classify integers using a visual representation to describe relationships between sets of numbers	Instruction	3	Number line with wholes and integers
			(Drop-down menu)	17	Review Problem 1
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers	(iii) classify rational numbers using a visual representation to describe relationships between sets of numbers	Instruction	205-207	Exploration 1 grid
			(Drop-down menu)		
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(B) identify a number, its opposite, and its absolute value	(i) identify a number [and] its opposite	Instruction	40	Property 2.2 and following Example 2

			(Drop-down menu)		44	Exercise 1
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(B) identify a number, its opposite, and its absolute value	(ii) identify a number and its absolute value	Instruction		14	Introduction with definitions of absolute value and magnitude on a number line
			(Drop-down menu)		15	Exercise 1
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(C) locate, compare, and order integers and rational numbers using a number line	(i) locate integers using a number line	Instruction		5	Exploration: Constructing a Number Line
			(Drop-down menu)		5	Exercise 1
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(C) locate, compare, and order integers and rational numbers using a number line	(ii) compare integers using a number line	Instruction		9	Introduction to 1.2
			(Drop-down menu)		11	Exercise 2
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(C) locate, compare, and order integers and rational numbers using a number line	(iii) order integers using a number line	Instruction		10	Example 2
			(Drop-down menu)		12	Exercise 6
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(C) locate, compare, and order integers and rational numbers using a number line	(iv) locate rational numbers using a number line	Instruction		292	first two paragraphs comparing ruler to number line
			(Drop-down menu)		293	Exercise 4
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(C) locate, compare, and order integers and rational numbers using a number line	(v) compare rational numbers using a number line	Instruction		357	Linear Model for Fractions Activity
			(Drop-down menu)		364	Exercise 14
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(C) locate, compare, and order integers and rational numbers using a number line	(vi) order rational numbers using a number line	Instruction		358	1. Linear Model
			(Drop-down menu)		373	Review Problem 11
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(D) order a set of rational numbers arising from mathematical and real-world contexts	(i) order a set of rational numbers arising from mathematical contexts	Instruction		358-359	Comparing and Ordering Fractions: Three Methods
			(Drop-down menu)		361	Exercise 1

(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(D) order a set of rational numbers arising from mathematical and real-world contexts	(ii) order a set of rational numbers arising from real-world contexts	Instruction		359	Example 4
			(Drop-down menu)		362	Exercise 8
(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:	(E) extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$	(i) extend representations for division to include fraction notation	Instruction		223	Exploration D
			(Drop-down menu)		226	Exercise 3
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(A) recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values		Instruction		347	Method 2
			(Drop-down menu)		349	Exercise 2
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(B) determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one	(i) determine, with computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one	Instruction		291	Problem 1
			(Drop-down menu)		295	Exercise 16
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(B) determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one	(ii) determine, without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one	Instruction		291	Problem 1
			(Drop-down menu)		295	Exercise 16
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(C) represent integer operations with concrete models and connect the actions with the models to standardized algorithms	(i) represent integer operations with concrete models	Instruction		21	Class Exploration: Driving on the Number Line with Addition
			(Drop-down menu)		24	Exercises 1-4
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(C) represent integer operations with concrete models and connect the actions with the models to standardized algorithms	(ii) connect the actions with the models to standardized algorithms	Instruction		46-47	Example 1 and the following paragraph generalizing what happened
			(Drop-down menu)		49	Exercise 3
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(D) add, subtract, multiply, and divide integers fluently	(i) add integers fluently	Instruction		33	paragraph between 1 and 2 in Exploration: Working with Large Numbers, with rule development

			(Drop-down menu)		36	Exercise 1
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(D) add, subtract, multiply, and divide integers fluently	(ii) subtract integers fluently	Instruction			33: paragraph between 3 and 4 in Class Exploration: Working with Large Numbers
			(Drop-down menu)		36	Exercises 3 & 4
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(D) add, subtract, multiply, and divide integers fluently	(iii) multiply integers fluently	Instruction		436-437	Exploration 1b
			(Drop-down menu)		102	Exercise 5
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(D) add, subtract, multiply, and divide integers fluently	(iv) divide integers fluently	Instruction			268: Divisibility Table
			(Drop-down menu)		226	Exercise 1
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(E) multiply and divide positive rational numbers fluently	(i) multiply positive rational numbers fluently	Instruction			333: Exploration 1c
			(Drop-down menu)		229	Review Problem 1
(3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	(E) multiply and divide positive rational numbers fluently	(ii) divide positive rational numbers fluently	Instruction			347: Method 2
			(Drop-down menu)		349	Exercise 2
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(A) compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships	(i) compare two rules verbally in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships	Instruction			175: Graphing Calculator Activity
			(Drop-down menu)		180	18. Investigation
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(A) compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships	(ii) compare two rules numerically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships	Instruction			175: Graphing Calculator Activity
			(Drop-down menu)		180	18. Investigation

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(A) compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships	(iii) compare two rules graphically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships	Instruction		175:Graphing Calculator Activity	
			(Drop-down menu)	180	18. Investigation	
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(A) compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships	(iv) compare two rules symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships	Instruction		175:Graphing Calculator Activity	
			(Drop-down menu)	180	18. Investigation	
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	(i) apply qualitative reasoning to solve prediction of real-world problems involving ratios	Instruction		575:Introduction	
			(Drop-down menu)	460	Ingenuity 11b	
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	(ii) apply qualitative reasoning to solve prediction of real-world problems involving rates	Instruction		420:Problem 9.1	
			(Drop-down menu)	395	Exercise 13	
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	(iii) apply qualitative reasoning to solve comparison of real-world problems involving ratios	Instruction		399-401:analysis of methods in Example 1	
			(Drop-down menu)	398	24. Investigation	
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	(iv) apply qualitative reasoning to solve comparison of real-world problems involving rates	Instruction		414:Example 3 concerning how to calculate answer	
			(Drop-down menu)	381	Exercise 6	
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	(v) apply quantitative reasoning to solve prediction of real-world problems involving ratios	Instruction		402:Example 3	
			(Drop-down menu)	395	Exercise 14	

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	(vi) apply quantitative reasoning to solve prediction of real-world problems involving rates	Instruction	403-404	Example 4: Unit Rate Method
			(Drop-down menu)	408	Exercise 6
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	(vii) apply quantitative reasoning to solve comparison of real-world problems involving ratios	Instruction	376	Exploration 1
			(Drop-down menu)	380	Exercise 2
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	(viii) apply quantitative reasoning to solve comparison of real-world problems involving rates	Instruction	377	Exploration 2 followed by Example 1
			(Drop-down menu)	407-408	Exercise 5
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(C) give examples of ratios as multiplicative comparisons of two quantities describing the same attribute		Instruction	437-439	Exploration 2
			(Drop-down menu)	383	Exercise 13
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(D) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients		Instruction	388-389	Example 1
			(Drop-down menu)	395	Exercise 14
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(E) represent ratios and percents with concrete models, fractions, and decimals	(i) represent ratios with concrete models	Instruction	427-428	Exploration 1 leading to Exploration 2
			(Drop-down menu)	433	Exercise 7
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(E) represent ratios and percents with concrete models, fractions, and decimals	(ii) represent ratios with fractions	Instruction	399	introduction to Section 10.3
			(Drop-down menu)	407	Exercise 4
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(E) represent ratios and percents with concrete models, fractions, and decimals	(iii) represent ratios with decimals	Instruction	357-358	Linear Models for Fractions Activity

			(Drop-down menu)		362	Exercise 5
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(E) represent ratios and percents with concrete models, fractions, and decimals	(iv) represent percents with concrete models	Instruction			
			(Drop-down menu)			
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(E) represent ratios and percents with concrete models, fractions, and decimals	(v) represent percents with fractions	Instruction		413	Percent Increase and Percent Decrease with Example 1
			(Drop-down menu)		361	Exercise 2
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(E) represent ratios and percents with concrete models, fractions, and decimals	(vi) represent percents with decimals	Instruction		353-354	Problem 1
			(Drop-down menu)		361	Exercise 2
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(F) represent benchmark fractions and percents such as 1%, 10%, 25%, $33\frac{1}{3}\%$, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	(i) represent benchmark fractions using 10 by 10 grids	Instruction		357	Linear Model for Fractions Activity 6
			(Drop-down menu)		361	Exercise 4
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(F) represent benchmark fractions and percents such as 1%, 10%, 25%, $33\frac{1}{3}\%$, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	(ii) represent benchmark fractions using strip diagrams	Instruction		357	Linear Models for Fractions Activity
			(Drop-down menu)		361	new Exercise 4
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(F) represent benchmark fractions and percents such as 1%, 10%, 25%, $33\frac{1}{3}\%$, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	(iii) represent benchmark fractions using number lines	Instruction		357	Models of Fractions Activity
			(Drop-down menu)		361	Exercise 4
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(F) represent benchmark fractions and percents such as 1%, 10%, 25%, $33\frac{1}{3}\%$, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	(iv) represent benchmark fractions using numbers	Instruction		357	Models for Fractions Activity
			(Drop-down menu)		361	Exercise 4

(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(F) represent benchmark fractions and percents such as 1%, 10%, 25%, $33\frac{1}{3}\%$, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	(v) represent percents using 10 by 10 grids	Instruction		357	Models for Fractions Activity
			(Drop-down menu)		361	Exercise 4
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(F) represent benchmark fractions and percents such as 1%, 10%, 25%, $33\frac{1}{3}\%$, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	(vi) represent percents strip diagrams	Instruction		357	Models for Fractions Activity
			(Drop-down menu)		361	Exercise 4
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(F) represent benchmark fractions and percents such as 1%, 10%, 25%, $33\frac{1}{3}\%$, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	(vii) represent percents using number lines	Instruction		357	Models for Fractions Activity
			(Drop-down menu)		361	Exercise 4
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(F) represent benchmark fractions and percents such as 1%, 10%, 25%, $33\frac{1}{3}\%$, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	(viii) represent percents using numbers	Instruction		354	between Problem 1 and Example 1
			(Drop-down menu)		361	Exercise 2
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money		Instruction		413	Example 1
			(Drop-down menu)		421	Exercise 3
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(H) convert units within a measurement system, including the use of proportions and unit rates	(i) convert units within a measurement system, including the use of proportions	Instruction		379	Example 2
			(Drop-down menu)		382	Exercise 8
(4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	(H) convert units within a measurement system, including the use of proportions and unit rates	(ii) convert units within a measurement system, including the use of unit rates	Instruction		403-404	Unit Rate Method in Example 4
			(Drop-down menu)		408	Exercise 7

(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(i) represent mathematical problems involving ratios using scale factors	Instruction	435-436	Exploration 1
			(Drop-down menu)	442	Exercise 8
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(ii) represent mathematical problems involving ratios using tables	Instruction	386-387	Exploration 1
			(Drop-down menu)	392	Exercise 4
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(iii) represent mathematical problems involving ratios using graphs	Instruction	391	Problem 3
			(Drop-down menu)	393	Exercise 7
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(iv) represent mathematical problems involving ratios using proportions	Instruction	429-430	Exploration 3
			(Drop-down menu)	393	Exercise 7
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(v) represent mathematical problems involving rates using scale factors	Instruction	378	generalizing distance formula involving ratios of d/t as rates
			(Drop-down menu)	432	Exercise 2
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(vi) represent mathematical problems involving rates using tables	Instruction	181	Exploration 1
			(Drop-down menu)	392	Exercise 4
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(vii) represent mathematical problems involving rates using graphs	Instruction	391	Problem 3
			(Drop-down menu)	393	Exercise 7
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(viii) represent mathematical problems involving rates using proportions	Instruction		
			(Drop-down menu)	392	Exercise 1

(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(ix) represent real-world problems involving ratios using scale factors	Instruction	430-431	Example 1
			(Drop-down menu)	434	Exercise 10
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(x) represent real-world problems involving ratios using tables	Instruction	386	Exploration 1 Step 1
			(Drop-down menu)	392	Exercise 4
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(xi) represent real-world problems involving ratios using graphs	Instruction	386-387	Exploration 1 Step 2
			(Drop-down menu)	393-394	Exercise 8f
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(xii) represent real-world problems involving ratios using proportions	Instruction	439-440	Example 1
			(Drop-down menu)	394	Exercise 9
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(xiii) represent real-world problems involving rates using scale factors	Instruction	430	Example 1
			(Drop-down menu)	446	Exercise 15
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(xiv) represent real-world problems involving rates using tables	Instruction	403-404	Example 4 Tabular and Unit Rate Method
			(Drop-down menu)	392	Exercise 4
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(xv) represent real-world problems involving rates using graphs	Instruction	388-389	Example 1
			(Drop-down menu)	394	Exercise 11
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	(xvi) represent real-world problems involving rates using proportions	Instruction		Example 3
			(Drop-down menu)	402 407	Exercise 3

(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models	(i) solve real-world problems to find the whole given a part and the percent, including the use of concrete models	Instruction		355	Example 2
			(Drop-down menu)		362-363	Exercise 10b
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models	(ii) solve real-world problems to find the whole given a part and the percent, including the use of pictorial models	Instruction		355	Example 2 b
			(Drop-down menu)		362	Exercise 7
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models	(iii) solve real-world problems to find the part given the whole and the percent, including the use of concrete models	Instruction		355	Example 2c
			(Drop-down menu)		362	Exercise 7b, c
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models	(iv) solve real-world problems to find the part given the whole and the percent, including the use of pictorial models	Instruction		355	Example 2c
			(Drop-down menu)		362	Exercise 7 b, c
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models	(v) solve real-world problems to find the percent given the part and the whole, including the use of concrete models	Instruction		357	Problem 4
			(Drop-down menu)			
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models	(vi) solve real-world problems to find the percent given the part and the whole, including the use of pictorial models	Instruction		560-561	Example 2
			(Drop-down menu)		603	Review Exercise 3
(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:	(C) use equivalent fractions, decimals, and percents to show equal parts of the same whole		Instruction		353-354	Problem 1 and following

			(Drop-down menu)		376	Exercise 2
(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	(A) identify independent and dependent quantities from tables and graphs	(i) identify independent quantities from tables	Instruction		166	Exploration 2e
			(Drop-down menu)		167	Exercise 1d
(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	(A) identify independent and dependent quantities from tables and graphs	(ii) identify independent quantities from graphs	Instruction		172	Exploration 1
			(Drop-down menu)		178	Exercise 8
(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	(A) identify independent and dependent quantities from tables and graphs	(iii) identify dependent quantities from tables	Instruction		166	Exploration 2 f
			(Drop-down menu)		167	Exercise 1e
(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	(A) identify independent and dependent quantities from tables and graphs	(iv) identify dependent quantities from graphs	Instruction		173	Exploration 2
			(Drop-down menu)		178	Exercise 8
(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	(B) write an equation that represents the relationship between independent and dependent quantities from a table		Instruction		166	Exploration 2
			(Drop-down menu)		178	Exercises 10 and 11
(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$	(i) represent a given situation using verbal descriptions	Instruction		181	Exploration 1
			(Drop-down menu)		183	Exercises 2c
(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$	(ii) represent a given situation using tables	Instruction		181	Exploration 1
			(Drop-down menu)		183	Exercise 1

(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$	(iii) represent a given situation using graphs	Instruction		181	Exploration 1
			(Drop-down menu)		183	Exercise 2
(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:	(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$	(iv) represent a given situation using equations in the form $y = kx$ or $y = x + b$	Instruction		181	Exploration 1
			(Drop-down menu)		183	Exercise 3a
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(A) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization	(i) generate equivalent numerical expressions using order of operations, including whole number exponents	Instruction		254	Exploration 2
			(Drop-down menu)		255	Exercise 4
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(A) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization	(ii) generate equivalent numerical expressions using prime factorization	Instruction		266	Example 1
			(Drop-down menu)		269	Exercise 1
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(B) distinguish between expressions and equations verbally, numerically, and algebraically	(i) distinguish between expressions and equations verbally	Instruction		60	Paragraph 1
			(Drop-down menu)		65	Exercise 2
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(B) distinguish between expressions and equations verbally, numerically, and algebraically	(ii) distinguish between expressions and equations numerically	Instruction			
			(Drop-down menu)			
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(B) distinguish between expressions and equations verbally, numerically, and algebraically	(iii) distinguish between expressions and equations algebraically	Instruction	MAX	60	Paragraph 1
			(Drop-down menu)		65	Exercise 1
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(C) determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations	(i) determine if two expressions are equivalent using concrete models	Instruction		69-71	3.3 Example 1
			(Drop-down menu)		75	Exercises 1, 2, 3, 4

(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(C) determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations	(ii) determine if two expressions are equivalent using pictorial models	Instruction		94:Method 2
			(Drop-down menu)	67	17. Investigation
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(C) determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations	(iii) determine if two expressions are equivalent using algebraic representations	Instruction		134:Exploration 2
			(Drop-down menu)		
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties	(i) generate equivalent expressions using the properties of operations: inverse properties	Instruction		347-348:Example 2
			(Drop-down menu)	350	Exercise 14
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties	(ii) generate equivalent expressions using the properties of operations: identity properties	Instruction		347-348:Example 2
			(Drop-down menu)	350	Exercise 14
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties	(iii) generate equivalent expressions using the properties of operations: commutative properties	Instruction		347-348:Example 2
			(Drop-down menu)	350	Exercise 14
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties	(iv) generate equivalent expressions using the properties of operations: associative properties	Instruction		347-348:Example 2
			(Drop-down menu)	350	Exercise 14
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties	(v) generate equivalent expressions using the properties of operations: distributive properties	Instruction		347-348:Example 2
			(Drop-down menu)	350	Exercise 14

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(A) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle	(i) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle	Instruction	466-467	Exploration 3
			(Drop-down menu)	468	Exercise 3
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(A) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle	(ii) extend previous knowledge of triangles and their properties to include the relationship between the lengths of sides and measures of angles in a triangle	Instruction	473-474	Exploration 1d
			(Drop-down menu)	490	Exercise 12
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(A) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle	(iii) extend previous knowledge of triangles and their properties to include determining when three lengths form a triangle	Instruction	473	Exploration 1a
			(Drop-down menu)	490	Exercise 11
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes	(i) model area formulas for parallelograms by decomposing parts of these shapes	Instruction	478	Exploration 3
			(Drop-down menu)	492	Exercise 19
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes	(ii) model area formulas for parallelograms by rearranging parts of these shapes	Instruction	478-479	Exploration 3
			(Drop-down menu)	492	Exercise 19
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes	(iii) model area formulas for trapezoids by decomposing parts of these shapes	Instruction	483-484	Exploration 5
			(Drop-down menu)	488	Exercise 4
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes	(iv) model area formulas for parallelograms by rearranging parts of these shapes	Instruction	483-484	Exploration 5
			(Drop-down menu)	492	Exercise 19

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes	(v) model area formulas for triangles by decomposing parts of these shapes	Instruction	481-482	Exploration 4
			(Drop-down menu)	492	Exercise 19
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes	(vi) model area formulas for triangles by rearranging parts of these shapes	Instruction	481-482	Exploration 4
			(Drop-down menu)	492	Exercise 19
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	(i) write equations that represent problems related to the area of rectangles where dimensions are positive rational numbers	Instruction	485	Example 2 c
			(Drop-down menu)	489	Exercise 9
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	(ii) write equations that represent problems related to the area of parallelograms where dimensions are positive rational numbers	Instruction	485	Example 2b
			(Drop-down menu)	489	Exercise 9
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	(iii) write equations that represent problems related to the area of trapezoids where dimensions are positive rational numbers	Instruction	485	Example 2d
			(Drop-down menu)	488	Exercise 4c
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	(iv) write equations that represent problems related to the area of triangles where dimensions are positive rational numbers	Instruction	485	Example 2a
			(Drop-down menu)	489	Exercise 8
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	(v) write equations that represent problems related to the volume of right rectangular prisms where dimensions are positive rational numbers	Instruction	514	Example 2

			(Drop-down menu)		519	Exercise 1
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	(i) determine solutions for problems involving the area of rectangles where dimensions are positive rational numbers	Instruction		485	Example 2 c
			(Drop-down menu)		489	Exercise 9
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	(ii) determine solutions for problems involving the area of parallelograms where dimensions are positive rational numbers	Instruction		485	Example 2 b
			(Drop-down menu)		489	Exercise 9
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	(iii) determine solutions for problems involving the area of trapezoids where dimensions are positive rational numbers	Instruction		485	Example 2 d
			(Drop-down menu)		489	Exercise 9
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	(iv) determine solutions for problems involving the area of triangles where dimensions are positive rational numbers	Instruction		485	Example 1 a
			(Drop-down menu)		489	Exercise 8
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	(D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers	(v) determine solutions for problems involving the volume of right rectangular prisms where dimensions are positive rational numbers	Instruction		514	Example 2
			(Drop-down menu)		519	Exercise 1
(9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:	(A) write one-variable, one-step equations and inequalities to represent constraints or conditions within problems	(i) write one-variable, one-step equations to represent constraints or conditions within problems	Instruction		62	Example 4
			(Drop-down menu)		65	Exercise 4
(9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:	(A) write one-variable, one-step equations and inequalities to represent constraints or conditions within problems	(ii) write one-variable, one-step inequalities to represent constraints or conditions within problems	Instruction		88-89	3.5 Example 1.2
			(Drop-down menu)		91	Exercise 4

(9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:	(B) represent solutions for one-variable, one-step equations and inequalities on number lines	(i) represent solutions for one-variable, one-step equations on number lines	Instruction		88: Problem 1
			(Drop-down menu)		91 Exercise 5
(9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:	(B) represent solutions for one-variable, one-step equations and inequalities on number lines	(ii) represent solutions for one-variable, one-step inequalities on number lines	Instruction		89: Example 2
			(Drop-down menu)		91 Exercises 8-9
(9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:	(C) write corresponding real-world problems given one-variable, one-step equations or inequalities		Instruction		135: Example 1
			(Drop-down menu)		140 Exercise 3
(10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:	(A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts	(i) model one-variable, one-step equations that represent problems, including geometric concepts	Instruction		464-465 Example 2
			(Drop-down menu)		469 Exercise 7
(10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:	(A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts	(ii) model one-variable, one-step inequalities that represent problems, including geometric concepts	Instruction		464-465 Example 2
			(Drop-down menu)		469 Exercise 7
(10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:	(A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts	(iii) solve one-variable, one-step equations that represent problems, including geometric concepts	Instruction		464-465 Example 2
			(Drop-down menu)		469 Exercise 7
(10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:	(A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts	(iv) solve one-variable, one-step inequalities that represent problems, including geometric concepts	Instruction		464-465 Example 2
			(Drop-down menu)		469 Exercise 7
(10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:	(B) determine if the given value(s) make(s) one-variable, one-step equations or inequalities true		Instruction		72-73 Example 3 Step 4
			(Drop-down menu)		140 Problem 2

(11) Measurement and data. The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to:	(A) graph points in all four quadrants using ordered pairs of rational numbers		Instruction		312	Problem 3
			(Drop-down menu)		313	Exercise 2
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(A) represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots	(i) represent numeric data graphically, including dot plots	Instruction		546	Problem 1
			(Drop-down menu)		551	Exercise 6c
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(A) represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots	(ii) represent numeric data graphically, including stem-and-leaf plots	Instruction		564	Example 4
			(Drop-down menu)		572	Exercise 12c
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(A) represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots	(iii) represent numeric data graphically, including histograms	Instruction		564-5	Example 4c
			(Drop-down menu)		570-571	Exercise 9
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(A) represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots	(iv) represent numeric data graphically, including box plots	Instruction		563-564	Example 3
			(Drop-down menu)		572	Exercise 12
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(B) use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution	(i) use the graphical representation of numeric data to describe the center of the data distribution	Instruction	MAX	568	Example 6 c
			(Drop-down menu)		571	Exercise 10
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(B) use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution	(ii) use the graphical representation of numeric data to describe the spread of the data distribution	Instruction		563-564	Example 3
			(Drop-down menu)		571	Exercise 10 d
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(B) use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution	(iii) use the graphical representation of numeric data to describe the shape of the data distribution	Instruction	MAX	555	Problem 1c and following discussion
			(Drop-down menu)		551	Exercise 6

(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution	(i) summarize numeric data with numerical summaries, including the mean and median (measures of center)	Instruction		548	Problem 3
			(Drop-down menu)		551	Exercise 10
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution	(ii) summarize numeric data with numerical summaries, including the range and the interquartile range (IQR) (measures of spread)	Instruction		563-564	Example 3
			(Drop-down menu)		572	Exercise 12
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution	(iii) use these summaries to describe the center of the data distribution	Instruction	MAX	568	Example 6
			(Drop-down menu)		573-574	Exercise 18 c
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution	(iv) use these summaries to describe the spread of the data distribution	Instruction		568	Example 6e
			(Drop-down menu)		573-574	Exercise 18
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution	(v) use these summaries to describe the shape of the data distribution	Instruction	max	568	Example 6 b
			(Drop-down menu)		572-573	Exercise 13

(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(D) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution	(i) summarize categorical data with numerical summaries, including the mode	Instruction	543-544	Exploration 1 for another class
			(Drop-down menu)	551	Exercise 5
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(D) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution	(ii) summarize categorical data with numerical summaries, including the percent of values in each category (relative frequency table)	Instruction	546-547	Problem 1 f
			(Drop-down menu)	551	Exercise 5
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(D) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution	(iii) summarize categorical data with graphical summaries, including the percent bar graph	Instruction	555	Problem 1
			(Drop-down menu)	569	Exercise 4 b
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	(D) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution	(iv) use these summaries to describe the data distribution	Instruction	566	Example 5
			(Drop-down menu)	573-574	Exercise 18
(13) Measurement and data. The student applies mathematical process standards to solve problems. The student is expected to:	(A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots	(i) interpret numeric data summarized in dot plots	Instruction	548-549	Problem 4
			(Drop-down menu)	551	Exercise 5
(13) Measurement and data. The student applies mathematical process standards to solve problems. The student is expected to:	(A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots	(ii) interpret numeric data summarized in stem-and-leaf plots	Instruction	568	Example 6
			(Drop-down menu)	572	Example 12

(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:	(A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots	(iii) interpret numeric data summarized in histograms	Instruction	557-558	Exploration 2
			(Drop-down menu)	570	Exercise 7
(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:	(A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots	(iv) interpret numeric data summarized in box plots	Instruction	566	Example 5
			(Drop-down menu)	571	Exercise 10
(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:	(B) distinguish between situations that yield data with and without variability		Instruction		
			(Drop-down menu)		
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions	(i) compare the features of a checking account offered by different local financial institutions	Instruction		
			(Drop-down menu)		
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions	(ii) compare the costs of a checking account offered by different local financial institutions	Instruction		
			(Drop-down menu)		
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions	(iii) compare the features of a debit card offered by different local financial institutions	Instruction		
			(Drop-down menu)		
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions	(iv) compare the costs of a debit card offered by different local financial institutions	Instruction		
			(Drop-down menu)		
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(B) distinguish between debit cards and credit cards		Instruction		

			(Drop-down menu)			
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(C) balance a check register that includes deposits, withdrawals, and transfers		Instruction			
			(Drop-down menu)			
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(D) explain why it is important to establish a positive credit history		Instruction			
			(Drop-down menu)			
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(E) describe the information in a credit report and how long it is retained	(i) describe the information in a credit report	Instruction			
			(Drop-down menu)			
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(E) describe the information in a credit report and how long it is retained	(ii) describe how long it is retained	Instruction			
			(Drop-down menu)			
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(F) describe the value of credit reports to borrowers and to lenders	(i) describe the value of credit reports to borrowers	Instruction			
			(Drop-down menu)			
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(F) describe the value of credit reports to borrowers and to lenders	(ii) describe the value of credit reports to lenders	Instruction			
			(Drop-down menu)			
(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study	(i) explain various methods to pay for college, including through savings	Instruction			
			(Drop-down menu)			

<p>(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:</p>	<p>(G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study</p>	<p>(ii) explain various methods to pay for college, including through grants</p>	<p>Instruction</p>			
<p>(Drop-down menu)</p>						
<p>(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:</p>	<p>(G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study</p>	<p>(iii) explain various methods to pay for college, including through scholarships</p>	<p>Instruction</p>			
<p>(Drop-down menu)</p>						
<p>(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:</p>	<p>(G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study</p>	<p>(iv) explain various methods to pay for college, including through student loans</p>	<p>Instruction</p>			
<p>(Drop-down menu)</p>						
<p>(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:</p>	<p>(G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study</p>	<p>(v) explain various methods to pay for college, including through work-study</p>	<p>Instruction</p>			
<p>(Drop-down menu)</p>						
<p>(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:</p>	<p>(H) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income</p>	<p>(i) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training</p>	<p>Instruction</p>			
<p>(Drop-down menu)</p>						
<p>(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:</p>	<p>(H) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income</p>	<p>(ii) calculate the effects of the different annual salaries on lifetime income</p>	<p>Instruction</p>			
<p>(Drop-down menu)</p>						