



	MH1 <i>Number Sense, Reasoning &amp; Data</i> Student Book Skill Builders (SB)	MH2 <i>Fractions &amp; Decimals</i> Student Book Skill Builders (SB)	MH3 <i>Percent &amp; Probability</i> Student Book Skill Builders (SB)	MH4 <i>Geometry &amp; Measurement</i> Student Book Skill Builders (SB)	MH5 <i>Algebra</i> Student Book Skill Builders (SB)
<b>1.2</b> Read, write and order integers, rational numbers and common irrational numbers.	3, 8	9, 44, 45, 47 <b>SB:</b> 11-2, 18-3, 18-4			4, 5 <b>SB:</b> 48-2
<b>1.2a</b> Read, write, order and compare positive rational numbers and integers.	3, 8 <b>SB:</b> 4-4	9, 11, 44, 45, 47 <b>SB:</b> 11-2, 18-3, 18-4			4, 5 <b>SB:</b> 48-2
<b>1.2b</b> Locate positive rational numbers and integers on a number line.	6, 7, 24	4, 43 <b>SB:</b> 18-1	14		4, 6
<b>1.3</b> Apply number theory concepts (for example, primes, factors, multiples) to represent numbers in various ways.	19, 20, 21, 27 <b>SB:</b> 3-1, 3-2	7 <b>SB:</b> 3-1, 12-1			
<b>1.3a</b> Describe numbers by their characteristics (for example, even, odd, prime, composite, divisibility, square).	19, 20, 21 <b>SB:</b> 3-1, 3-4				
<b>1.4</b> Use the relationships among fractions, decimals, and percents, include the concepts of ratio and proportion in problem-solving situations.			8, 9, 13, 19, 49 <b>SB:</b> 26-1, 27-3, 43-3		
<b>1.6</b> Use number sense to estimate and justify the reasonableness of solutions to problems involving integers, rational numbers, and common irrational numbers.	38, 39, 43, 47	58, 72	31 <b>SB:</b> 44-2		

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<b>1.6a</b>	Estimate, solve and justify the reasonableness of solutions to problems involving positive rational numbers or integers.	22, 35, 58, 72	31, 32 SB: 44-2		
<b>2.</b>	<b>STANDARD 2</b> Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.				
<b>2.1</b>	Represent, describe, and analyze patterns and relationships using tables, graphs, verbal rules, and standard algebraic notation.	31-34, 61 SB: 42-1, 42-2, 42-4, 42-5			
<b>2.1a</b>	Represent, describe, and analyze numeric or geometric patterns involving common positive rational numbers or integers using tables, graphs, rules, or symbols.	31-34, 61 SB: 42-1			
<b>2.2</b>	Describe patterns using variables, expressions, equations and inequalities in problem-solving situations.	61			

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<b>2.2a</b> Solve problems by representing and analyzing patterns involving positive rational numbers or integers using tables, graphs, or rules.	61 SB: 42-3				
<b>2.3</b> Analyze functional relationships to explain how a change in one quantity results in a change in another (for example, how the area of a circle changes as the radius increases, or how a person's height changes over time).	70 SB: 42-3, 60-1				60-64 SB: 60-5
<b>2.3a</b> Predict and describe how a change in one quantity results in a change in another quantity in a linear relationship.	70 SB: 42-3				61 (T.G.), 63
<b>2.5</b> Solve simple linear equations in problem-solving situations using a variety of methods (informal, formal, graphical) and a variety of tools (physical materials, calculators, computers).					46-48 SB: 50-2, 50-4
<b>2.5a</b> Solve simple linear equations in problem solving situations using a variety of methods (informal, formal, or graphic).					46-48 SB: 50-2, 50-4

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<b>2.5b</b> Translate written words to algebraic expressions/equations and conversely, algebraic expressions/equations to words.	17, 18 <b>SB:</b> 59-3, 59-4				34, 35 <b>SB:</b> 50-1
<b>3.</b> Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.					
<b>3.1</b> Read and construct displays of data using appropriate techniques (for example, line graphs, circle graphs, scatter plots, box plots, stem-and-leaf plots) and appropriate technology.	62-68, 71-76 <b>SB:</b> 45-5, 45-6, 68-2, 68-4, 70-1		55, 56, 58, 59 <b>SB:</b> 68-1, 68-2, 68-3		
<b>3.1a</b> Construct a histogram or stem and leaf from a set of given data.	68, 73, 74				
<b>3.1b</b> Read, interpret and draw conclusions from histograms, circle graphs, stem and leaf plots, and scatter plots.	73-76 <b>SB:</b> 67-1, 67-4, 70-1		55, 56, 58, 59 <b>SB:</b> 68-2, 68-4		
<b>3.2</b> Display and use measures of central tendency, such as mean, median, and mode, and measures of variability, such as range and quartiles.	55-60 <b>SB:</b> 45-1 to 45-4	75, 76			

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<b>3.2a</b>	Given a display of data (for example, line plot, stem and leaf plot, list of data), determine the mean, mode, median and range.	56-59 <b>SB:</b> 45-2, 45-3, 68-4	76			
<b>3.3</b>	Evaluate arguments that are based on statistical claims.			<b>SB:</b> 68-4		
<b>3.3a</b>	Evaluate arguments that are based on measures of central tendency or data displays.					
<b>3.4</b>	Formulate hypotheses, draw conclusions, and make convincing arguments based on data analysis.	62-68, 71-76		<b>SB:</b> 68-1, 68-4		
<b>3.4a</b>	Analyze data and draw conclusions to predict outcomes based on data displays such as histograms and stem and leaf plots.	62, 68, 73, 74 <b>SB:</b> 67-1				
<b>3.6</b>	Make predictions and compare results using both experimental and theoretical probability drawn from real-world problems.			<b>SB:</b> 47-1 to 47-6		
<b>3.6a</b>	Report the probability of an event in fraction, decimal and percent form.		78	61-64, 67 <b>SB:</b> 47-1		

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<b>3.6b</b> Determine the probability of simple independent events (for example, tossing a coin and rolling a die).	78 SB: 47-1	61-64, 67 SB: 47-1, 47-2	67 SB: 47-4		
<b>3.6c</b> Make predictions based on theoretical probability.					
<b>3.7</b> Use counting strategies to determine all the possible outcomes from an experiment (for example, the number of ways students can line up to have their picture taken).		69, 75-77 SB: 66-1, 66-2			
<b>3.7a</b> Determine the number of possible outcomes for a given event using a variety of strategies, such as: tree diagrams, or organized lists.		69, 75-77 SB: 66-1, 66-2			
<b>4.</b> <b>STANDARD 4</b> <b>Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.</b>					
<b>4.2</b> Describe, analyze and reason informally about the properties (for example, parallelism, perpendicularity, congruence) of two- and three-dimensional figures.				2-12, 17-19, 36 SB: 29-2, 29-3, 30-1, 31-1 to 31-3	

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<b>4.2a</b> Describe, analyze and reason informally about the attributes of two- and three-dimensional shapes (for example, angles, sides, edges, faces, vertices).				3, 7-11, 20-23, 37 <b>SB:</b> 29-3, 31-1, 31-2, 31-3, 62-1	
<b>4.3</b> Apply the concept of ratio, proportion and similarity in problem-solving situations.				26, 27, 29-32 <b>SB:</b> 46-2, 46-3, 53-3	<b>SB:</b> 26-1
<b>4.3a</b> identify and compare similar shapes using ratio, proportion, or scale factor.				29, 30 <b>SB:</b> 46-2	
<b>4.4</b> Solve problems using coordinate geometry	69			69 <b>SB:</b> 49-1	
<b>4.4a</b> Construct a coordinate graph and plot ordered integer pairs in all four quadrants.	69 <b>SB:</b> 49-1			<b>SB:</b> 32-1	11, 12, 69 <b>SB:</b> 49-2
<b>4.5</b> Solve problems involving perimeter and area in two dimensions, and involving surface area and volume in three dimensions.				60-62, 64-68, 71-74 <b>SB:</b> 38-1, 40-1, 41-1, 41-2	
<b>4.5a</b> Solve problems involving the circumference of a circle (formulas not provided).				63 <b>SB:</b> 29-2	
<b>4.5b</b> Solve problems involving the areas of circles, triangles, and parallelograms (formulas not provided).				66-68 <b>SB:</b> 55-1, 55-2, 56-1	



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<b>4.5c</b> Solve problems involving the surface area of rectangular prisms (formulas not provided).				75, 76 <b>SB:</b> 62-2	
<b>4.6</b> Transform geometric figures using reflections, translations, and rotations to explore congruence.				14 <b>SB:</b> 32-4, 49-1	
<b>4.6a</b> Use reflections, translations, and/or rotations, to determine congruence between figures.				14 <b>SB:</b> 32-4, 49-1	
<b>5.</b> <b>STANDARD 5</b> Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.					
<b>5.1</b> Estimate, use and describe measures of distance, perimeter, area, volume, capacity, weight, mass, and angle comparisons.			57	43-55, 60-74 <b>SB:</b> 30-2, 34-2, 36-1 to 36-3	
<b>5.1a</b> Estimate the area of irregular shapes, angle measurement, or weight of common objects.				5 <b>SB:</b> 30-2	
<b>5.2</b> Estimate, make, and use direct and indirect measurements to describe and make comparisons.				30-32 <b>SB:</b> 36-1, 36-2, 36-3	

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<b>5.2a</b>	Estimate, make and use direct and indirect measurements to describe and make comparisons.				30-32 <b>SB:</b> 36-1, 36-2, 36-3	
<b>5.3</b>	Read and interpret various scales including those based on number lines, graphs, and maps.	70, 71			31, 32 <b>SB:</b> 46-3, 53-3	
<b>5.3a</b>	Read and interpret scales on number lines, graphs and maps (for example, given a map and a scale, determine the distance between two points on the map).	70, 71			31, 32 <b>SB:</b> 46-3, 53-3	
<b>5.3b</b>	Select the appropriate scale for a given problem (for example, using the appropriate scale when setting up a graph or intervals on a histogram).	68				
<b>5.4</b>	Develop and use formulas and procedures to solve problems involving measurement.				61-67 <b>SB:</b> 40-2, 55-1, 55-2	
<b>5.4a</b>	Develop and use procedure or formulas to solve problems involving area of polygons (for example , trapezoids, regular hexagons, regular octagons).				70 <b>SB:</b> 40-2, 55-1, 55-2	
<b>5.5</b>	Describe how a change in an object's linear dimension affects its perimeter, area, and volume.				64 (T.G.) <b>SB:</b> 40-2, 63-1	

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<b>5.5a</b>	Describe how a change in an object's linear dimensions affects its perimeter and area (for example, how a change in the radius or diameter will affect the circumference and area of a circle).			64 (T.G.) SB: 40-2, 63-1	
<b>5.6</b>	Select and use appropriate units and tools to measure to the degree of accuracy required in a particular problem-solving situation.			43-45, 52-55 SB: 32-5, 34-2, 36-1	
<b>5.6a</b>	Select and use appropriate units and tools to measure to the degree of accuracy required in a particular problem-solving situation (for example, reconstruct a replica of a given figure).			43-45, 52-55 SB: 32-5, 34-2, 36-1	
<b>6.</b>	<b>STANDARD 6</b> Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.				

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<b>6.1</b>	Use models to explain how ratios, proportions, and percents can be used to solve real-world problems.		37 SB: 46-2	21-24, 27, 49 SB: 26-1	SB: 46-2	
<b>6.1a</b>	Use concrete materials or pictures to explain how ratios, proportion, and percents can be used to solve real world problems.		37 SB: 46-2	21-24, 27, 49 SB: 26-1	SB: 46-2	
<b>6.2</b>	Construct, use, and explain procedures to compute and estimate with whole numbers, fractions, decimals, and integers.	36, 37, 39, 40, 42, 43 SB: 7-1, 8-1, 10-2	13-22, 34, 56, 59 SB: 12-3, 21-1, 22-2, 23-3, 44-1			
<b>6.2a</b>	Apply order of operations (including exponents) with positive rational numbers	14, 15, 16 SB: 59-1, 59-2				51, 52 SB: 59-1
<b>6.2b</b>	Add, subtract, multiply, and divide positive rational numbers or integers.		13-22, 56-66 SB: 12-3, 12-4, 14-1, 16-1			28-31 SB: 58-1, 58-2, 58-3
<b>6.2c</b>	Explain strategies to add, subtract and multiply positive rational numbers.		13-20, 24-26 SB: 12-3 to 12-6, 14-1			28-31 SB: 58-1, 58-2, 58-3
<b>6.3</b>	Develop, apply, and explain a variety of different estimation strategies in problem-solving situations, and explain why an estimate may be acceptable in place of an exact answer.	39, 45-47, 54 SB: 10-2, 43-4, 43-6, 44-1, 44-2	22, 71	SB: 44-3		
<b>6.3a</b>	Explain why an estimate may be acceptable in place of an exact answer.	47				

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<b>6.3b</b> Solve problems using estimation and justify choice of techniques.	38, 43 SB: 10-2, 44-2	21, 22, 34, 71, 72 SB: 22-2, 23-3	31		
<b>6.4</b> Select and use appropriate methods for computing with commonly used fractions and decimals, percents, and integers in problem-solving situations from among mental arithmetic, estimation, paper-and-pencil, calculator, and computer methods, and determining whether the results are reasonable.		22, 23, 33, 57, 58, 64, 71	SB: 43-3, 44-3		
<b>6.4a</b> Determine what information is necessary or missing in a problem solving situation.	41, 46 SB: 43-2, 43-3	SB: 43-2			
<b>6.4b</b> Solve problems involving positive rational numbers and/or integers.		13-23			
<b>6.4c</b> Create a situation that matches a given number sentence involving positive rational numbers or integers, excluding division of fractions and decimals.		27 (T.G.)			
<b>6.4d</b> Justify the reasonableness of a solution in a problem solving situation.	47 SB: 10-3	22, 35, 58	31		