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NEW YORK STATE LEARNING STANDARDS FOR MATHEMATICS CORRELATED TO *MOVING WITH MATH® MIDDLE/HIGH (MH) GRADE 7*

		MH1 *Number Sense, Reasoning, & Data* Student Book Skill Builders (SB)	MH2 *Fractions & Decimals* Student Book Skill Builders (SB)	MH3 *Percent & Probability* Student Book Skill Builders (SB)	MH4 *Geometry & Measurement* Student Book Skill Builders (SB)	MH5 *Algebra* Student Book Skill Builders (SB)
	PROBLEM SOLVING					
	Students will build new mathematical knowledge through problem solving.					
7.PS.1	Use a variety of strategies to understand new mathematical content and to develop more efficient methods	18, 54 Using a model, drawing a picture, looking for a pattern, used in most lessons.	Using a model, drawing a picture, looking for a pattern, used in most lessons.	66-77 Using a model, drawing a picture, looking for a pattern, used in most lessons.	56-59 Using a model, drawing a picture, looking for a pattern, used in most lessons.	19 Using a model, drawing a picture, looking for a pattern, used in most lessons.
7.PS.2	Construct appropriate extensions to problem situations.					
7.PS.3	Understand and demonstrate how written symbols represent mathematical ideas	14, 17, 18 **SB:** 59-3	2, 3, 54	2, 4, 6, 7	2, 3	Variables used throughout.

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	Students will solve problems that arise in mathematics and in other contexts.					
7.PS.4	Observe patterns and formulate generalizations	13, 31-34 **SB:** 42-2, 42-4	64 **SB:** 42-1	69 **SB:** 42-1	**SB:** 42-1	60 **SB:** 42-1
7.PS.5	Make conjectures from generalizations	13	46		34, 35	
7.PS.6	Represent problem situations verbally, numerically, algebraically, and graphically	17, 18, 31, 32, 48, 49, 61, 62, 70 **SB:** 43-13, 59-3	2, 32 **SB:** 17-3		60-68	32-35, 43, 46, 47, 53-57, 61-64, 68 **SB:** 50-1, 50-5, 50-6
	Students will apply and adapt a variety of appropriate strategies to solve problems.					
7.PS.7	Understand that there is no one right way to solve mathematical problems but that different methods have advantages ad disadvantages	45, 51, 53, 54	77	33		
7.PS.8	Understand how to break a complex problem into simpler parts or use a similar problem type to solve a problem	34, 45, 50, 51 ,53, 54	22, 23, 36	44 **SB:** 43-1, 43-2	70	

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7.PS.9	Work backwards from a solution	52				
7.PS.10	Use proportionality to model problems		37, 38 **SB:** 46-2	24-27, 49 **SB:** 26-2, 46-1	27-32 **SB:** 46-1 to 46-3, 53-2	**SB:** 46-1
7.PS.11	Work in collaboration with others to solve problems	Hands-on activities in small groups used in most lessons.	Hands-on activities in small groups used in most lessons.	Hands-on activities in small groups used in most lessons.	Hands-on activities in small groups used in most lessons.	Hands-on activities in small groups used in most lessons.
	Students will monitor and reflect on the process of mathematical problem solving.					
7.PS.12	Interpret solutions within the given constraints of a problem	62	35	31-34 **SB:** 44-2, 44-3		
7.PS.13	Set expectations and limits for possible solutions	37, 38, 43, 47, 48, 54	22, 23, 34, 36			
7.PS.14	Determine information required to solve the problem	41	**SB:** 43-2	5		
7.PS.15	Choose methods for obtaining required information	41	33 **SB:** 17-3			
7.PS.16	Justify solution methods through logical argument	50, 51	33, 36 (T.G.)			

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7.PS.17	Evaluate the efficiency of different representations of a problem	54 **SB:** 43-11	76			
	REASONING AND PROOF					
	Students will recognize reasoning and proof as fundamental aspects of mathematics.					
7.RP.1	Recognize that mathematical ideas can be supported by a variety of strategies	54 **SB:** 43-11				7, 8, 13-24
	Students will make and investigate mathematical conjectures.					
7.RP.2	Use mathematical strategies to reach a conclusion	50, 54 **SB:** 43-11	34 **SB:** 44-1			
7.RP.3	Evaluate conjectures by distinguishing relevant from irrelevant information to reach a conclusion or make appropriate estimates	41	**SB:** 43-2	59		

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	Students will develop and evaluate mathematical arguments and proofs.					
7.RP.4	Provide supportive arguments for conjectures	33, 34	35 (T.G.)			
7.RP.5	Develop, verify, and explain an argument, using appropriate mathematical ideas and language	19, 32, 48 See Sum It Up questions at end of many lesson pages.	46 See Sum It Up questions at end of many lesson pages.	See Sum It Up questions at end of many lesson pages.	See Sum It Up questions at end of many lesson pages.	See Sum It Up questions at end of many lesson pages.
	Students will select and use various types of reasoning and methods of proof.					
7.RP.6	Support an argument by using a systematic approach to test more than one case	34		66-73		
7.RP.7	Devise ways to verify results or use counterexamples to refute incorrect statements			66		
7.RP.8	Apply inductive reasoning in making and supporting mathematical conjectures	Strategy of finding the pattern used throughout.	Strategy of finding the pattern used throughout.	Strategy of finding the pattern used throughout.	Strategy of finding the pattern used throughout.	Strategy of finding the pattern used throughout.
	COMMUNICATION					

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	Students will organize and consolidate their mathematical thinking through communication.					
7.CM.1	Provide a correct, complete, coherent, and clear rationale for though process used in problem solving	38, 46, 47	58, 71-74	5, 32-34, 44		25
7.CM.2	Provide an organized argument which explains rationale for strategy selection	54		32 (T.G.), 33 (T.G.)		
7.CM.3	Organize and accurately label work	49				
	Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.					
7.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams models and symbols in written and verbal form	34, 53, 54, 61, 70	2, 3, 46, 60, 73	69, 70, 75 **SB:** 66-1		

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7.CM.5	Answer clarifying questions from others	28, 32, 39, 48				33 (T.G.)
	Students will analyze and evaluate the mathematical thinking and strategies of others.					
7.CM.6	Analyze mathematical solutions shared by others		Writing and Solving Word Problems: 13, 14, 27, 57, 63			
7.CM.7	Compare strategies used and solutions found by others in relation to their work		Writing and Solving Word Problems: 13, 14, 27, 57, 63			
7.CM.8	Formulate mathematical questions that elicit, extend, or challenge strategies, solutions, and/or conjectures of others		Writing and Solving Word Problems: 13, 14, 27, 57, 63			
	Students will use the language of mathematics to express mathematical ideas precisely.					

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7.CM.9	Increase their use of mathematical vocabulary and language when communicating with others	Vocabulary words in all lesson glossaries. Masters of glossary and definitions in Skill Builders	Vocabulary words in all lesson glossaries. Masters of glossary and definitions in Skill Builders	Vocabulary words in all lesson glossaries. Masters of glossary and definitions in Skill Builders	Vocabulary words in all lesson glossaries. Masters of glossary and definitions in Skill Builders	Vocabulary words in all lesson glossaries. Masters of glossary and definitions in Skill Builders
7.CM.10	Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale	9, 10, 19, 28, 32	6, 9, 12, 14, 29	2-4, 6-10 **SB:** 29-1, 29-2, 30-1, 30-2, 31-1 to 31-3		41
7.CM.11	Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing	50		69, 73, 75 **SB:** 66-1		14, 16, 18, 24
	CONNECTIONS					
	Students will recognize and use connections among mathematical ideas.					

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7.CN.1	Understand and make connections among multiple representations of the same mathematical ideas	11, 12, 20, 21, 27, 63, 70 **SB:** 2-1, 2-2	3, 4, 9, 41, 45, 46, 50-54 **SB:** 18-3, 20-1 to 20-3	4, 6-14, 19, 20, 58 **SB:** 25-1 to 25-4	**SB:** 11-1, 20-1, 20-2, 25-1, 25-2	61, 62, 64, 68, 69 **SB:** 60-1, 60-6
7.CN.2	Recognize connections between subsets of mathematical ideas	6-10 **SB:** 1-3	55	14, 73 **SB:** 47-3		
7.CN.3	Connect and apply a variety of strategies to solve problems	50-54 **SB:** 43-9 to 43-11				
	Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.					
7.CN.4	Model situations mathematically, using representations to draw conclusions and formulate new situations	Manipulatives, drawing pictures are used throughout most lessons.	Manipulatives, drawing pictures are used throughout most lessons.	Manipulatives, drawing pictures are used throughout most lessons.	Manipulatives, drawing pictures are used throughout most lessons.	Manipulatives, drawing pictures are used throughout most lessons.
7.CN.5	Understand how concepts, procedures, and mathematical results in one area of mathematics can be used to solve problems in other areas of mathematics			26, 27, 52		65, 66

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	Students will recognize and apply mathematics in contexts outside of mathematics.					
7.CN.6	Recognize and provide examples of the presence of mathematics in their daily lives		54, 67-69	35-43		
7.CN.7	Apply mathematical ideas to problem situations that develop outside of mathematics	53	68 , 69			
7.CN.8	Investigate the presence of mathematics in careers and areas of interest		69			
7.CN.9	Recognize and apply mathematics to other disciplines, areas of interest, and societal issues	70, 74	54, 67-69			
	REPRESENTATION					
	Students will create and use representations to organize, record, and communicate mathematical ideas.					

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7.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations	18, 24 **SB:** 59-3, 59-4	2-4 ,9, 41, 46, 60 **SB:** 11-4	4, 7,8, 13, 19, 58 **SB:** 25-1, 25-4		8, 13-15, 17-21, 36, 39, 43, 44, 49, 61, 62, 64, 68, 69, 75, 76 **SB:** 60-1, 60-6
7.R.2	Explain, describe, and defend mathematical ideas using representations		3, 9	69 **SB:** 66-1		15-21
7.R.3	Recognize, compare, and use an array of representational forms	**SB:** 4-3, 59-3, 59-4	2, 3	4		8, 13-15, 17-21, 36, 39, 43, 44, 49, 61, 62, 64, 68, 69, 75, 76 **SB:** 60-1, 60-6
7.R.4	Explain how different representations express the same relationship	11, 12 **SB:** 2-1, 2-2	3	4, 6-14, 19, 20, 58	**SB:** 25-1	61, 62, 64, 68, 69 **SB:** 60-1, 60-6
7.R.5	Use standard and non-standard representations with accuracy and detail					8, 13-15, 17-21, 36, 39, 43, 44, 49, 75, 76
	Students will select, apply, and translate among mathematical representations to solve problems.					

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7.R.6	Use representations to explore problem situations	Using models and drawing pictures used throughout.	Using models and drawing pictures used throughout.	Using models and drawing pictures used throughout.	Using models and drawing pictures used throughout.	8, 13-15, 17-21, 36, 39, 75, 76 Using models and drawing pictures used throughout.
7.R.7	Investigate relationships between different representations and their impact on a given problem		77			
7.R.8	Use representations as a tool for exploring and understanding mathematical ideas			69, 70, 72, 73 **SB:** 47-3, 66-1		13-15, 17, 32-50 **SB:** 50-1, 50-2, 58-1, 59-3
	Students will use representations to model and interpret physical, social, and mathematical phenomena.					
7.R.9	Use mathematics to show and understand physical phenomena (e.g., make and interpret scale drawings of figures or scale models of objects)				31, 32 **SB:** 46-3	

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7.R.10	Use mathematics to show and understand social phenomena (e.g., determine profit from sale of yearbooks)			35-43 **SB:** 27-1, 28-1 to 28-7		
7.R.11	Use mathematics to show and understand mathematical phenomena (e.g., use tables, graphs, and equations to show a pattern underlying a function)	70				61-64, 68 **SB:** 60-1, 60-4 to 60-6
	NUMBER SENSE AND OPERATIONS					
	Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.					
7.N.1	Distinguish between the various subsets of real numbers (counting/natural numbers, whole numbers, integers, rational numbers, and irrational numbers)	6-8 **SB:** 1-3	55 **SB:** 65-1	**SB:** 65-1		27 **SB:** 58-8

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7.N.2	Recognize the difference between rational and irrational numbers (e.g., explore different approximations of π)		55 **SB:** 65-1	**SB:** 65-1		
7.N.3	Place rational and irrational numbers (approximations) on a number line and justify the placement of the numbers	24 **SB:** 54-2		14		27
7.N.4	Develop the laws of exponents for multiplication and division	25, 26 **SB:** 69-1				70, 73
7.N.5	Write numbers in scientific notation	28-30 **SB:** 57-1, 57-2	**SB:** 57-1	**SB:** 57-1		**SB:** 57-1
7.N.6	Translate numbers from scientific notation into standard form	30 **SB:** 57-1, 57-2	**SB:** 57-1	**SB:** 57-1		**SB:** 57-1
7.N.7	Compare numbers written in scientific notation					
7.N.8	find the common factors and greatest common factor of two or more numbers		7, 8 **SB:** 3-1, 12-1			
7.N.9	Determine multiples and least common multiple of two or more numbers		10 **SB:** 12-2	**SB:** 12-1		**SB:** 12-1

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7.N.10	Determine the prime factorization of a given number and write in exponential form	21, 22, 27 **SB:** 3-2, 3-3				
	Students will understand meaning of operations and procedures, and how they relate to one another.					
7.N.11	Simplify expressions using order of operations *Note: Expressions may include absolute value and/or integral exponents greater than 0.*	14-16 **SB:** 59-1, 59-2				51, 52 **SB:** 59-1
7.N.12	Add, subtract, multiply, and divide integers	9, 10, 36, 37, 39-44 **SB:** Pre7 to 7-2, Pre8 to 8-2, Pre9 to 9-3 ,Pre10 to 10-2	**SB:** 7-1, 8-1, 9-1, 10-1	**SB:** 7-1, 8-1, 9-1, 10-1	**SB:** 7-1, 8-1, 9-1, 10-1	8, 13-26 **SB:** 7-1, 8-1, 9-1, 10-1, 48-3, 58-1 to 58-6, 58-10
7.N.13	Add and subtract two integers (with and without the use of a number line)					16
7.N.14	Develop a conceptual understanding of negative and zero exponents with a base of ten and relate to fractions and decimals (e.g., $10^{-2} = 0.1 = 1/100$)	28, 30 **SB:** 6-2, 57-2				

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7.N.15	Recognize and state the value of the square root of a perfect square (up to 225)	23 **SB:** 54-1			33 **SB:** 54-1	**SB:** 54-1
7.N.16	Determine the square root of non-perfect squares using a calculator					
7.N.17	Classify irrational numbers as non-repeating/non-terminating decimals		55 **SB:** 65-1	**SB:** 65-1		
	Students will compute accurately and make reasonable estimates.					
7.N.18	Identify the two consecutive whole numbers between which the square root of a non-perfect square whole number less than 225 lies (with and without the use of a number line)	24 **SB:** 54-2				
7.N.19	Justify the reasonableness of answers using estimation	38, 47, 48, 54 **SB:** 43-11, 43-13, 43-14	22, 23, 35, 72 **SB:** 43-1	31, 32 **SB:** 44-2, 44-3	**SB:** 44-1	
	ALGEBRA					

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	Students will represent and analyze algebraically a wide variety of problem solving situations.					
7.A.1	Translate two-step verbal expressions into algebraic expressions	18 **SB:** 59-3, 59-4				34, 35 **SB:** 50-1
	Students will perform algebraic procedures accurately.					
7.A.2	Add and subtract monomials with exponents of one					36 **SB:** 59-3
7.A.3	Identify a polynomial as an algebraic expression containing one or more terms					
7.A.4	Solve multi-step equations by combining like terms, using the distributive property, or moving variables to one side of the equation					46-48 **SB:** 50-4
7.A.5	Solve one-step equalities (positive coefficients only) (See 7.G.10)					41-45 **SB:** 50-2, 50-3

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7.A.6	Evaluate formulas for given input values (surface area, rate, ad density problems)				61-76 **SB:** 39-1, 40-2, 41-1, 41-2	58, 59 **SB:3** 8-1, 39-1, 40-1, 41-1, 55-1, 56-1, 59-2
	Students will recognize, use, and represent algebraically patterns, relations, and functions.					
7.A.7	Draw the graphic representation of a pattern from an equation or from a table of data	61, 70 **SB:** 60-1				61, 62, 64, 68 **SB:** 60-1, 60-6
7.A.8	Create algebraic patterns using charts/tables, graphs, equations, and expressions	70 SB:60-1				61, 62, 64, 68 **SB:** 60-1, 60-6
7.A.9	Build a pattern to develop a rule for determining the sum of the interior angles of polygons				22, 23 **SB:** 52-3	
7.A.10	Write an equation to represent a function from a table of values	61				62-64 **SB:** 42-1, 60-1, 60-6
	GEOMETRY					

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	Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.					
7.G.1	Calculate the radius or diameter, given the circumference or area of a circle				**SB:** 39-1	**SB:** 39-1
7.G.2	Calculate the volume of prisms and cylinders, using a given formula and a calculator				71-73 **SB:** 41-4, 41-2	**SB:** 41-1
7.G.3	Identify the two-dimensional shapes that make up the faces and bases of three-dimensional shapes (prisms, cylinders, cones, and pyramids)				36-38 **SB:** 29-3, 62-1	
7.G.4	Determine the surface area of prisms and cylinders, using a calculator and a variety of methods				75, 76 **SB:** 62-2	
	Students will identify and justify geometric relationships, formally and informally					

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7.G.5	Identify the right angle, hypotenuse, and legs of a right triangle				34, 35 **SB:** 54-2, 54-3	
7.G.6	Explore the relationship between the lengths of the three sides of a right triangle to develop the Pythagorean Theorem				34	
7.G.7	Find a missing angle when given angles of a quadrilateral				22 **SB:** 52-3	
7.G.8	Use the Pythagorean Theorem to determine the unknown length of a side of a right triangle				34, 35 **SB:** 54-2, 54-3	
7.G.9	Determine whether a given triangle is a right triangle by applying the Pythagorean Theorem and using a calculator				34 **SB:** 54-2	
	Students will apply coordinate geometry to analyze problem solving situations.					
7.G.10	Graph the solution set of an inequality (positive coefficients only) on a number line (See 7.A.5)					53-55 **SB:** 50-5

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	MEASUREMENT					
	Students will determine what can be measured and how, using appropriate methods and formulas.					
7.M.1	Calculate distance using a map scale				31, 32 **SB:** 46-3	
7.M.2	Convert capacities and volumes within a given system				41, 47-49, 51-53 **SB:** 34-1, 34-3, 36-1, 36-3, 37-1	
7.M.3	Identify customary and metric units of mass				54, 55 **SB:** 37-2	
7.M.4	Convert mass within a given system				54, 55 **SB:** 37-2	**SB:** 37-1
7.M.5	Calculate unit price using proportions		**SB:** 46-1	26 **SB:** 46-1		
7.M.6	Compare unit prices		67	22	58	
7.M.7	Convert money between different currencies with the use of an exchange rate table and a calculator					
7.M.8	Draw central angles in a given circle using a protractor (circle graphs)			58 **SB:** 68-3		
7.M.9	Determine the tool and technique to measure with an appropriate level of precision: mass			57	43-45, 49-55 **SB:** 34-2, 36-3, 37-2	**SB:** 36-1

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	Students will develop strategies for estimating measurements.					
7.M.10	Identify the relationships between relative error and magnitude when dealing with large numbers (e.g., money, population)					
7.M.11	Estimate surface area					
7.M.12	Determine personal references for customary/metric units of mass				46, 51 **SB:** 36-1 to 36-3	**SB:** 36-1
7.M.13	Justify the reasonableness of the mass of an object				46,51 SB:36-1 to 36-3	
	STATISTICS AND PROBABILITY					
	Students will collect, organize, display, and analyze data.					
7.S.1	Identify and collect data using a variety of methods	77 **SB:** 45-5, 45-6, 68-4, 68-7, 70-1				
7.S.2	Display data in a circle graph			58 **SB:** 68-3		

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7.S.3	Convert raw data into double bar graphs and double line graphs	64, 66 **SB:** 68-2				
7.S.4	Calculate the range for a given set of data	56, 57, 72, 74 **SB:** 67-4, 68-2, 68-4, 68-5	76			
7.S.5	Select the appropriate measure of central tendency	60				
7.S.6	Read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graph	62-68, 71-73 **SB:** 67-2, 67-3, 68-1, 68-3, 68-6		55, 56, 58, 59 **SB:** 68-1 to 68-4		
	Students will make predictions that are based upon data analysis.					
7.S.7	Identify and explain misleading statistics and graphs	77 **SB:** 68-7				
	Students will understand and apply concepts of probability.					

		MH1 *Number Sense, Reasoning, & Data* Student Book Skill Builders (SB)	MH2 *Fractions & Decimals* Student Book Skill Builders (SB)	MH3 *Percent & Probability* Student Book Skill Builders (SB)	MH4 *Geometry & Measurement* Student Book Skill Builders (SB)	MH5 *Algebra* Student Book Skill Builders (SB)
7.S.8	Interpret data to provide the basis for predictions and to establish experimental probabilities			61-65, 74 **SB:** 47-1 to 47-6		
7.S.9	Determine the validity of sampling methods to predict outcomes	77 **SB:** 68-7				
7.S.10	Predict the outcome of an experiment			66, 67, 70-74 **SB:** 47-1 to 47-6		
7.S.11	Design and conduct an experiment to test predictions			66, 74 **SB:** 47-6		
7.S.12	Compare actual results to predict results			74 **SB:** 47-6		