

Prentice Hall: Connected Mathematics, Grade 8 Units © 2004

Correlated to:

**Ohio Mathematics Academic Content Standards
(Grade 8)**

OHIO GRADE LEVEL INDICATORS	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
NUMBER, NUMBER SENSE AND OPERATIONS STANDARD	
Students demonstrate number sense including an understanding of number systems and operations, and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.	
1. Use scientific notation to express large numbers and small numbers between 0 and 1.	SE/TE: <i>Growing, Growing, Growing:</i> 4, 5-9, 10-15, 17-21, 22-29, 31-37, 38-43, 45-52, 53-59, 134 TE: <i>Growing, Growing, Growing:</i> 1a-b, 1c, 1e-f, 4b, 16j, 30a-g, 30h, 44a-g, 44h <i>Thinking With Mathematical Models:</i> 1a, 36j TECH: www.phschool.com
2. Recognize that natural numbers, whole numbers, integers, rational numbers and irrational numbers are subsets of the real number system.	SE/TE: <i>Growing, Growing, Growing:</i> 4, 5-9, 10-15, 17-21, 22-29, 31-37, 38-43, 45-52, 53-59, 134 <i>Looking For Pythagoras:</i> 4, 53-58, 64-67, 158 TE: <i>Growing, Growing, Growing:</i> 1a-b, 1c, 1e-f, 4b, 16j, 30a-g, 30h, 44a-g, 44h <i>Thinking With Mathematical Models:</i> 1a, 36j <i>Looking For Pythagoras:</i> 1f, 52j, 63a-g, 63h, 72a-h TECH: www.phschool.com

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OHIO GRADE LEVEL INDICATORS	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
3. Apply order of operations to simplify expressions and perform computations involving integer exponents and radicals.	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 5-9, 10-15, 17-21, 22-29, 31-37, 38-43, 45-52, 53-59, 134 <i>Clever Counting:</i> 37-40, 41-45 <i>Say It With Symbols:</i> 5-11, 12-18</p> <p>TE: <i>Growing, Growing, Growing:</i> 1a-b, 1c, 1e-f, 4b, 16j, 30a-g, 30h, 44a-g, 44h <i>Thinking With Mathematical Models:</i> 1a, 36j <i>Clever Counting:</i> 1e, 36j, 46a-f <i>Say It With Symbols:</i> 1b, 4b, 19a-h</p> <p>TECH: www.phschool.com</p>
4. Explain and use the inverse and identify properties and use inverse relationships (addition/subtraction, multiplication/division, squaring/square roots) in problem solving situations.	<p>SE/TE: <i>Thinking With Mathematical Models:</i> 56, 60, 136 <i>Say It With Symbols:</i> 5-7, 34, 35, 45, 57-58, 73 <i>Looking For Pythagoras:</i> 60</p> <p>TE: <i>Thinking With Mathematical Models:</i> 1a, 3b <i>Say It With Symbols:</i> 1g, 4b, 19a-c, 19j, 33p, 51e, 52a-c, 52r, 64v <i>Clever Counting:</i> 1g, 14h, 26j, 36j, 46h <i>Looking For Pythagoras:</i> 63h</p> <p>TECH: www.phschool.com</p>

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<p>5. Determine when an estimate is sufficient and when an exact answer is needed in problem situations, and evaluate estimates in relation to actual answers.</p>	<p>SE/TE: Looking For Pythagoras: 60</p> <p>TE: Looking For Pythagoras: 4b, 16h, 26n, 40p, 52j, 63h</p> <p>Growing, Growing, Growing: 4b, 16j, 30h, 44h</p> <p>Thinking With Mathematical Models: 1f, 4b, 25p, 36j</p> <p>Clever Counting: 1g, 4b, 14h, 26j, 36j, 46h</p> <p>Samples and Populations: 1l, 4b, 23v, 36f, 48j</p> <p>Kaleidoscopes, Hubcaps, and Mirrors: 1h, 4b, 23p, 41j, 58p</p> <p>Say It With Symbols: 1g, 4b, 19j, 33p, 52r, 64v</p> <p>Frogs, Fleas, and Painted Cubes: 1j, 4b, 18r, 40dd, 51n, 70r</p> <p>TECH: www.phschool.com</p>

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6. Estimate, compute and solve problems involving rational numbers, including ratio, proportion and percent, and judge the reasonableness of solutions.	SE/TE: Looking For Pythagoras: 60 TE: Looking For Pythagoras: 4b, 16h, 26n, 40p, 52j, 63h Growing, Growing, Growing: 4b, 16j, 30h, 44h Thinking With Mathematical Models: 1f, 4b, 25p, 36j Clever Counting: 1g, 4b, 14h, 26j, 36j, 46h Samples and Populations: 1l, 4b, 23v, 36f, 48j Kaleidoscopes, Hubcaps, and Mirrors: 1h, 4b, 23p, 41j, 58p Say It With Symbols: 1g, 4b, 19j, 33p, 52r, 64v Frogs, Fleas, and Painted Cubes: 1j, 4b, 18r, 40dd, 51n, 70r TECH: www.phschool.com
7. Find the square root of perfect squares, and approximate the square root of non-perfect squares as consecutive integers between which the root lies.	SE/TE: Looking For Pythagoras: 4, 17, 19, 20-21, 22-25, 27-33, 34-39, 46-51, 53-58, 59-62, 158 TE: Looking For Pythagoras: 16h, 26f-h, 26n, 40a-j, 52j, 63b, 63h TECH: www.phschool.com
8. Add, subtract, multiply, divide and compare numbers written in scientific notation.	SE/TE: Growing, Growing, Growing: 5-7, 8-9, 10-15, 17-21, 22-29, 31-37, 38-43, 45-52 TE: Growing, Growing, Growing: 4b, 16a-f, 16g, 16j, 30a-f, 30h, 44a-g, 60a-I TECH: www.phschool.com

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MEASUREMENT STANDARD	
Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.	
1. Compare and order the relative size of common U.S. customary units and metric units.	SE/TE: <i>Growing, Growing, Growing:</i> 74-77, 85-87, 88-91 <i>Clever Counting:</i> 57-58, 77-79 <i>Samples and Populations:</i> 63-66, 86-90 <i>Say It With Symbols:</i> 5-11, 12-18 TECH: <i>Growing, Growing, Growing:</i> 1r <i>Say It With Symbols:</i> 1b, 4b, 19a-h TECH: www.phschool.com

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<p>2. Use proportional relationships and formulas to convert units from one measurement system to another.</p>	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 5-8, 17-21, 45-52, 74-77, 85-87, 88-91, 134 <i>Looking For Pythagoras:</i> 4, 27-33, 41-45, 46-51 <i>Thinking With Mathematical Models:</i> 26-30, 31-35, 37-40 <i>Clever Counting:</i> 57-58, 77-79 <i>Samples and Populations:</i> 63-66, 86-90 <i>Say It With Symbols:</i> 5-11, 12-18, 20, 148</p> <p>TECH: <i>Growing, Growing, Growing:</i> 1a-b, 1e-f, 1r, 16a-g, 30a-g, 44h, 60a-I <i>Looking For Pythagoras:</i> 1d-e, 26n, 40a-j, 40p, 52a-h <i>Thinking With Mathematical Models:</i> 36a-g, 46a-e <i>Say It With Symbols:</i> 1b, 4b, 19a-h, 64v</p> <p>TECH: www.phschool.com</p>

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<p>3. Use appropriate levels of precision when calculating with measurements.</p>	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 10-15, 22-29, 34-37, 38-43, 45-52, 53-59, 134 <i>Looking For Pythagoras:</i> 4, 29-30, 41-45, 53-58 <i>Thinking With Mathematical Models:</i> 4, 9-14, 28-30, 41-45, 52-58 <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 5-9 <i>Say It With Symbols:</i> 15, 16, 17, 18, 20 <i>Frogs, Fleas, and Painted Cubes:</i> 12-17, 60-69</p> <p>TE: <i>Samples and Populations:</i> 23h <i>Growing, Growing, Growing:</i> 1a-b, 1e-f, 30a-f, 30h, 44d-g, 44h, 60a-I <i>Looking For Pythagoras:</i> 1b, 1f-g, 26n, 40a-j, 52j, 52r <i>Thinking With Mathematical Models:</i> 1e, 25e-j, 30a-g <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 1b-g, 4b, 23c-f <i>Frogs, Fleas, and Painted Cubes:</i> 1a-f</p> <p>TECH: www.phschool.com</p>
<p>4. Derive formulas for surface area and volume and justify them using geometric models and common materials. For example, find the surface area of a cylinder as a function of its height and radius, and that the volume of a pyramid (or cone) is one-third of the volume of a prism (or cylinder) with the same base area and height.</p>	<p>SE/TE: <i>Say It With Symbols:</i> 16, 17, 23-25, 30, 65-66, 67-69</p> <p>TE: <i>Say It With Symbols:</i> 33h-j, 64v, 70a-f</p> <p>TECH: www.phschool.com</p>

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5. Determine surface area for pyramids by analyzing their parts.	SE/TE: <i>Say It With Symbols:</i> 16, 17, 23-25, 30, 65-66, 67-69 TE: <i>Say It With Symbols:</i> 33h-j, 64v, 70a-f TECH: www.phschool.com
6. Solve and determine the reasonableness of the results for problems involving rates and derived measurements, such as velocity and density, using formulas, models and graphs.	SE/TE: <i>Thinking With Mathematical Models:</i> 5-10, 26-27, 28-29, 30, 31-33, 34-35, 39-40 <i>Samples and Populations:</i> 37-42 <i>Say It With Symbols:</i> 15-17, 18, 20 <i>Frogs, Fleas, and Painted Cubes:</i> 57-58 TE: <i>Thinking With Mathematical Models:</i> 1e, 25a-e, 36a-b, 36e-g, 46c-e <i>Samples and Populations:</i> 36f, 48a-j <i>Frogs, Fleas, and Painted Cubes:</i> 18f-g, 70h-I TECH: www.phschool.com

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OHIO GRADE LEVEL INDICATORS	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>7. Apply proportional reasoning to solve problems involving indirect measurements or rates.</p>	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 5-8, 17-21, 33-37, 40, 45-52, 74-77, 85-87, 88-91, 134 <i>Looking For Pythagoras:</i> 4, 27-33, 41-45, 46-51 <i>Thinking With Mathematical Models:</i> 26-30, 31-35, 37-40 <i>Clever Counting:</i> 57-58, 77-79 <i>Samples and Populations:</i> 63-66, 86-90 <i>Say It With Symbols:</i> 5-11, 12-18, 20, 148 <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 5, 8-9, 10-11, 12-14, 48-49, 202, 203</p> <p>TECH: <i>Growing, Growing, Growing:</i> 1a-b, 1d-f, 1r, 4b, 16a-g, 30a-g, 30h, 44ah, 60a-I <i>Looking For Pythagoras:</i> 1d-e, 1h, 4b, 16h, 26n, 40a-j, 40p, 52a-h, 52j, 63h <i>Thinking With Mathematical Models:</i> 36a-g, 46a-e <i>Say It With Symbols:</i> 1b, 4b, 19a-h, 64v <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 1a-g, 4b, 23I-k, 41v, 58I-k</p> <p>TECH: www.phschool.com</p>

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8. Find the sum of the interior and exterior angles of regular convex polygons with and without measuring the angles with a protractor.	<p>SE/TE: Looking For Pythagoras: 4, 18, 27-33, 34-39, 41-45, 46-51, 158 Say It With Symbols: 39-41, 148 Frogs, Fleas, and Painted Cubes: 6-11, 29-30</p> <p>TE: Looking For Pythagoras: 1d-e, 26b-c, 26n, 40a-j, 52a-h Say It With Symbols: 33p, 52h-j Frogs, Fleas, and Painted Cubes: 4b, 18a-k</p> <p>TECH: www.phschool.com</p>
9. Demonstrate understanding of the concepts of perimeter, circumference and area by using established formula for triangles, quadrilaterals, and circles to determine the surface area and volume of prisms, pyramids, cylinders, spheres and cones.	<p>SE/TE: Looking For Pythagoras: 4, 10-11, 13-15, 18, 27-33, 34-39, 41-45, 46-51, 158 Say It With Symbols: 15-20, 39-41, 148 Frogs, Fleas, and Painted Cubes: 6-11, 29-30, 71-74, 75-83</p> <p>TE: Looking For Pythagoras: 1d-e, 16d-f, 26b-c, 26n, 40a-j, 52a-h Say It With Symbols: 33p, 52h-j Frogs, Fleas, and Painted Cubes: 4b, 18a-k, 70r, 84a-g</p> <p>TECH: www.phschool.com</p>

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10. Use conventional formulas to find the surface area and volume of prisms, pyramids and cylinders and the volume of spheres and cones to a specified level of precision.	SE/TE: <i>Say It With Symbols:</i> 15-20, 23-25, 30, 65-66, 67-69 TE: <i>Say It With Symbols:</i> 33h-j, 64v, 70a-f TECH: www.phschool.com
GEOMETRY AND SPATIAL SENSE STANDARD	
Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two-, and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects and transformations to analyze mathematical situations and solve problems.	
1. Make and test conjectures about characteristics and properties (e.g., sides, angles, symmetry) of two-dimensional figures and three-dimensional objects.	SE/TE: <i>Say It With Symbols:</i> 15-20, 23-25, 30, 65-66, 67-69 <i>Looking For Pythagoras:</i> 4, 27-33, 34-39, 41-45, 46-51, 158 TE: <i>Say It With Symbols:</i> 33h-j, 64v, 70a-f <i>Looking For Pythagoras:</i> 1d-e, 26n, 40a-j, 40p, 52a-h TECH: www.phschool.com
2. Recognize the angles formed and the relationship between the angles when two lines intersect and when parallel lines are cut by a transversal.	SE/TE: <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 5, 6, 15, 24-27, 202 <i>Say It With Symbols:</i> 20 TE: <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 1b, 23p, 41a-e, 41I-j TECH: www.phschool.com

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3. Use proportions in several forms to solve problems involving similar figures (part-to-part, part-to-whole, corresponding sides between figures).	SE/TE: Looking For Pythagoras: 4, 7, 10-11, 12, 13-15, 29-30, 34-39, 41-45, 46-51, 65-67, 158 TE: Looking For Pythagoras: 1d-e, 1h, 4b, 16a-f, 16h, 26n, 40a-j, 40p, 52a-h, 52j, 63h, 72a-f TECH: www.phschool.com
4. Represent and analyze shapes using coordinate geometry; e.g., given three vertices and the type of quadrilateral, find the coordinates of the fourth vertex.	SE/TE: Looking For Pythagoras: 4, 7, 10-11, 12, 13-15, 29-30, 34-39, 41-45, 46-51, 65-67, 158 Thinking With Mathematical Models: 4, 7-14, 51, 115 TE: Looking For Pythagoras: 1d-e, 1h, 4b, 16a-f, 16h, 26n, 40a-j, 40p, 52a-h, 52j, 63h, 72a-f Thinking With Mathematical Models: 1a-f, 25c-f, 59d-f TECH: www.phschool.com
5. Draw the results of translations, reflections, rotations and dilations of objects in the coordinate plane, and determine properties that remain fixed; e.g., lengths of sides remain the same under translations.	SE/TE: Kaleidoscopes, Hubcaps, and Mirrors: 11-14, 15-22, 24-33, 34-40, 42-44, 45-47, 50-57, 64-69, 71-72, 203 TE: Kaleidoscopes, Hubcaps, and Mirrors: 1a-g, 4b, 23I, 23j-k, 23p, 41a-o, 41v, 58a-I TECH: www.phschool.com
6. Draw nets for a variety of prisms, pyramids, cylinders and cones.	SE/TE: Say It With Symbols: 15-20, 23-25, 30, 65-66, 67-69 Looking For Pythagoras: 4, 27-33, 34-39, 41-45, 46-51, 158 TE: Say It With Symbols: 33h-j, 64v, 70a-f Looking For Pythagoras: 1d-e, 26n, 40a-j, 40p, 52a-h TECH: www.phschool.com

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PATTERNS, FUNCTIONS AND ALGEBRA STANDARD	
Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as table, graphs and equations.	
1. Relate the various representations of a relationship; i.e., relate a table to graph, description and symbolic form.	SE/TE: <i>Growing, Growing, Growing:</i> 17, 48, 50-52 <i>Thinking With Mathematical Models:</i> 4, 7-24, 26-30, 31-35, 27-40, 45, 47-51 <i>Samples and Populations:</i> 4 <i>Frogs, Fleas, and Painted Cubes:</i> 21 TE: <i>Growing, Growing, Growing:</i> 1f-g, 60a-I <i>Thinking With Mathematical Models:</i> 1b, 1d, 25a-j, 36a-f, 36g, 46a-e, 59a-f <i>Samples and Populations:</i> 1a-k, 1l, 23I-j, 48c TECH: www.phschool.com

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<p>2. Generalize patterns and sequences by describing how to find the nth term.</p>	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 45-47, 53-59 <i>Looking For Pythagoras:</i> 4, 56-58, 59-62 <i>Thinking With Mathematical Models:</i> 4, 7-14, 15-24, 28-30, 31-35, 37-40, 41-45, 47-51 <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 10, 11-14, 15-19, 20, 60-62, 71-72 <i>Say It With Symbols:</i> 20-25, 71-72 <i>Frogs, Fleas, and Painted Cubes:</i> 6-11, 21, 41-44, 45-50, 57-59</p> <p>TE: <i>Growing, Growing, Growing:</i> 1j, 16f, 44h, 60a-I <i>Looking For Pythagoras:</i> 63c-g <i>Thinking With Mathematical Models:</i> 25a-j, 36a-g, 46a-e, 59a-f <i>Clever Counting:</i> 14a-d, 26a-g, 36a-f, 46a-c <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 4b, 23f-h, 23i-k, 70a-e <i>Say It With Symbols:</i> 19j, 33a-j, 70e <i>Frogs, Fleas, and Painted Cubes:</i> 4b, 18a-k, 40dd, 51a-I, 51n, 70h-I, 84a-d</p> <p>TECH: www.phschool.com</p>

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3. Identify functions as linear or nonlinear based on information given in a table, graph or equation.	<p>SE/TE: <i>Growing, Growing, Growing:</i> 6-9, 10-15, 22-29, 34-37, 38-43, 53-59 <i>Thinking With Mathematical Models:</i> 4, 5-14, 15-24, 28-30, 31-35, 37-40, 41-45, 47-51, 52-58, 136 <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 24-27, 202</p> <p>TE: <i>Growing, Growing, Growing:</i> 16a-g, 30h, 44d-g, 44h <i>Thinking With Mathematical Models:</i> 1a-c, 25a-j, 36a-g, 46a-e, 59a-f, 61l <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 23p, 41a-e</p> <p>TECH: www.phschool.com</p>
4. Extend the uses of variables to include covariants when y depends on x .	<p>SE/TE: <i>Thinking With Mathematical Models:</i> 4, 5-14, 27-30, 37-40 <i>Say It With Symbols:</i> 57-58 <i>Frogs, Fleas, and Painted Cubes:</i> 28 <i>Looking For Pythagoras:</i> 4, 7, 64-67, 68-72</p> <p>TE: <i>Thinking With Mathematical Models:</i> 1a, 25a-j, 36a-g, 46a-e <i>Say It With Symbols:</i> 64l-m <i>Frogs, Fleas, and Painted Cubes:</i> 1c, 70c <i>Looking For Pythagoras:</i> 1b, 63h, 72a-f</p> <p>TECH: www.phschool.com</p>

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5. Use physical models to add and subtract monomials and polynomials, and to multiply a polynomial by a monomial.	<p>SE/TE: <i>Say It With Symbols:</i> 5-8, 34-35, 43-44, 148 <i>Growing, Growing, Growing:</i> 10-15, 22-29, 34-37, 38-43, 53-59 <i>Thinking With Mathematical Models:</i> 9-14, 36 <i>Clever Counting:</i> 27-31</p> <p>TE: <i>Say It With Symbols:</i> 4b, 19a-f, 52a-e, 52k-m <i>Growing, Growing, Growing:</i> 30h, 44d-g <i>Looking For Pythagoras:</i> 4b, 16h, 26n, 40p, 52j, 63h <i>Thinking With Mathematical Models:</i> 25e-j, 46d <i>Clever Counting:</i> 1b-e, 26f-g, 36d-f</p> <p>TECH: www.phschool.com</p>
6. Describe the relationship between the graph of a line and its equation, including being able to explain the meaning of slope as a constant rate of change and y-intercept in real-world problems.	<p>SE/TE: <i>Looking For Pythagoras:</i> 7 <i>Thinking With Mathematical Models:</i> 4, 7-24</p> <p>TE: <i>Thinking With Mathematical Models:</i> 1a, 25a-j <i>Frogs, Fleas, and Painted Cubes:</i> 18f-g</p> <p>TECH: www.phschool.com</p>

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7. Use symbolic algebra (equations and inequalities), graphs and tables to represent situations and solve problems.	<p>SE/TE: <i>Thinking With Mathematical Models:</i> 9-14, 15-24, 28-30, 31-35, 41-45, 51, 52-58, 60, 136 <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 42-44, 59-63 <i>Say It With Symbols:</i> 5-11, 20-25, 34-43, 53-56, 57-58</p> <p>TE: <i>Thinking With Mathematical Models:</i> 25e-j, 36a-g, 59d-f <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 1f-g, 41v, 58a-I, 58p, 70a-k <i>Say It With Symbols:</i> 1b, 4b, 19a-h, 19j, 33a-j, 33p, 52a-m, 52r, 64b-h, 64I-m</p> <p>TECH: www.phschool.com</p>
8. Write, simplify and evaluate algebraic expressions (including formulas) to generalize situations and solve problems.	<p>SE/TE: <i>Thinking With Mathematical Models:</i> 9-14, 15-24, 28-30, 31-35, 41-45, 51, 52-58, 60, 136 <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 42-44, 59-63 <i>Say It With Symbols:</i> 5-11, 20-25, 34-43, 53-56, 57-58</p> <p>TE: <i>Thinking With Mathematical Models:</i> 25e-j, 36a-g, 59d-f <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 1f-g, 41v, 58a-I, 58p, 70a-k <i>Say It With Symbols:</i> 1b, 4b, 19a-h, 19j, 33a-j, 33p, 52a-m, 52r, 64b-h, 64I-m</p> <p>TECH: www.phschool.com</p>

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OHIO GRADE LEVEL INDICATORS	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
9. Solve linear equations and inequalities graphically, symbolically and using technology.	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 6, 17-20, 26, 50-52 <i>Thinking With Mathematical Models:</i> 4, 5-8, 9-14, 15-24, 61, 136 <i>Samples and Populations:</i> 4 <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 5, 6, 15, 24-27, 202 <i>Say It With Symbols:</i> 53-56 <i>Frogs, Fleas, and Painted Cubes:</i> 28, 29-30, 85, 159</p> <p>TE: <i>Growing, Growing, Growing:</i> 1d, 1h, 1I, 1j, 16b, 16e, 16f, 30a, 30b-d, 60e-I <i>Thinking With Mathematical Models:</i> 1a-1e, 25a-j, 36g <i>Samples and Populations:</i> 1a-I, 1k, 1l, 23I-j, 48c <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 1b, 23p, 41a-e <i>Say It With Symbols:</i> 1e, 19c, 52d, 52r, 64b-h <i>Frogs, Fleas, and Painted Cubes:</i> 1c, 1g, 1h, 1I, 18c, 18f-g, 18k</p> <p>TECH: www.phschool.com</p>

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<p>10. Solve 2 by 2 systems of linear equations graphically and by simple substitution.</p>	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 6, 17-20, 26, 50-52 <i>Thinking With Mathematical Models:</i> 4, 5-8, 9-14, 15-24, 61, 136 <i>Samples and Populations:</i> 4 <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 5, 6, 15, 24-27, 202 <i>Say It With Symbols:</i> 53-56 <i>Frogs, Fleas, and Painted Cubes:</i> 28, 29-30, 85, 159</p> <p>TE: <i>Growing, Growing, Growing:</i> 1d, 1h, 1I, 1j, 16b, 16e, 16f, 30a, 30b-d, 60e-I <i>Thinking With Mathematical Models:</i> 1a-1e, 25a-j, 36g <i>Samples and Populations:</i> 1a-I, 1k, 1l, 23I-j, 48c <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 1b, 23p, 41a-e <i>Say It With Symbols:</i> 1e, 19c, 52d, 52r, 64b-h <i>Frogs, Fleas, and Painted Cubes:</i> 1c, 1g, 1h, 1I, 18c, 18f-g, 18k</p> <p>TECH: www.phschool.com</p>

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11. Interpret the meaning of a 2 by 2 system of equations; i.e., point, line, no solution.	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 6, 17-20, 26, 50-52 <i>Thinking With Mathematical Models:</i> 4, 5-8, 9-14, 15-24, 61, 136 <i>Samples and Populations:</i> 4 <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 5, 6, 15, 24-27, 202 <i>Say It With Symbols:</i> 53-56 <i>Frogs, Fleas, and Painted Cubes:</i> 28, 29-30, 85, 159</p> <p>TE: <i>Growing, Growing, Growing:</i> 1d, 1h, 1I, 1j, 16b, 16e, 16f, 30a, 30b-d, 60e-I <i>Thinking With Mathematical Models:</i> 1a-1e, 25a-j, 36g <i>Samples and Populations:</i> 1a-I, 1k, 1l, 23I-j, 48c <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 1b, 23p, 41a-e <i>Say It With Symbols:</i> 1e, 19c, 52d, 52r, 64b-h <i>Frogs, Fleas, and Painted Cubes:</i> 1c, 1g, 1h, 1I, 18c, 18f-g, 18k</p> <p>TECH: www.phschool.com</p>

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12. Solve simple quadratic equations graphically.	<p>SE/TE: <i>Say It With Symbols:</i> 57-58, 59-63</p> <p><i>Frogs, Fleas, and Painted Cubes:</i> 4-9, 10-11, 23, 28, 29-30, 31-39, 41-44, 45-50, 52-58, 60-69, 75-83, 159, 160</p> <p>TE: <i>Say It With Symbols:</i> 33p, 52k-m, 64I-m</p> <p><i>Frogs, Fleas, and Painted Cubes:</i> 1a-f, 18d-g, 18h-k, 18r, 40a-r, 40dd, 51a-I, 51n, 64I-m, 70a-I, 84a-g</p> <p>TECH: www.phschool.com</p>
13. Compute and interpret slope, midpoint and distance given a set of ordered pairs.	<p>SE/TE: <i>Looking For Pythagoras:</i> 4, 7, 64-67, 68-72</p> <p><i>Thinking With Mathematical Models:</i> 9, 13-14</p> <p>TE: <i>Looking For Pythagoras:</i> 1b, 63h, 72a-f</p> <p><i>Thinking With Mathematical Models:</i> 1a, 25e-j</p> <p>TECH: www.phschool.com</p>
14. Differentiate and explain types of changes in mathematical relationships, such as linear vs. nonlinear, continuous vs. noncontinuous, direct variation vs. inverse variation.	<p>SE/TE: <i>Thinking With Mathematical Models:</i> 4, 7-8, 9-14, 15-24, 26-27, 28-30, 31-35, 36-40, 41-45, 52-58, 61, 136</p> <p><i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 11-14, 15-22, 24-33, 34-40, 50-57, 62, 64-69, 203</p> <p>TE: <i>Thinking With Mathematical Models:</i> 4b, 25a-j, 36a-g, 46a-e, 59a-f</p> <p><i>Kaleidoscopes, Hubcaps, and Mirrors:</i> 1a-f, 1g, 4b, 23I-k, 23p, 41a-o, 41v, 58a-k, 70h-k</p> <p>TECH: www.phschool.com</p>

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15. Describe and compare how changes in an equation affects the related graphs.	SE/TE: <i>Growing, Growing, Growing:</i> 50-52 <i>Thinking With Mathematical Models:</i> 4, 7-8, 9-24, 26-30, 37-40 <i>Say It With Symbols:</i> 20-25 <i>Frogs, Fleas, and Painted Cubes:</i> 7-9 TE: <i>Growing, Growing, Growing:</i> 1h, 16b, 30a, 60e-I <i>Thinking With Mathematical Models:</i> 1b, 25a-j, 36a-g, 46a-e <i>Say It With Symbols:</i> 19j <i>Frogs, Fleas, and Painted Cubes:</i> 1c-e, 4b, 18a-g TECH: www.phschool.com

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16. Use graphing calculators or computers to analyze change.	<p>SE/TE: <i>Growing, Growing, Growing:</i> 50-52 <i>Thinking With Mathematical Models:</i> 4, 9, 51, 115 <i>Samples and Populations:</i> 4 <i>Frogs, Fleas, and Painted Cubes:</i> 29-30</p> <p>TE: <i>Growing, Growing, Growing:</i> 1h, 1i, 1j, 16b, 16l, 30a, 60e-I <i>Thinking With Mathematical Models:</i> 1a-e, 25f, 59d-f <i>Samples and Populations:</i> 1a-g, 1k, 1l, 23I-k, 48c <i>Frogs, Fleas, and Painted Cubes:</i> 1g, 1h, 1i</p> <p>TECH: www.phschool.com</p>

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DATA ANALYSIS AND PROBABILITY STANDARD	
Students pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Students develop and evaluate inferences, predictions and arguments that are based on data.	
1. Use, create and interpret scatterplots and other types of graphs as appropriate.	<p>SE/TE: <i>Growing, Growing, Growing:</i> 17, 48, 50-52 <i>Thinking With Mathematical Models:</i> 4, 7-8, 9-24, 26-30, 37-40, 47-51 <i>Samples and Populations:</i> 4, 7-22, 32, 147, 148 <i>Say It With Symbols:</i> 20-25 <i>Frogs, Fleas, and Painted Cubes:</i> 7-9</p> <p>TE: <i>Growing, Growing, Growing:</i> 1f-g, 60a-1 <i>Thinking With Mathematical Models:</i> 1b, 25a-j, 36a-g, 46a-e, 59a-f <i>Samples and Populations:</i> 1b, 1c, 4b, 23a-o <i>Say It With Symbols:</i> 19j, 33a-j <i>Frogs, Fleas, and Painted Cubes:</i> 1a-e, 4b, 18a-g</p> <p>TECH: www.phschool.com</p>

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<p>2. Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose.</p>	<p>SE/TE: <i>Growing, Growing, Growing:</i> 17, 48, 50-52 <i>Thinking With Mathematical Models:</i> 4, 7-8, 9-24, 26-30, 37-40, 47-51 <i>Samples and Populations:</i> 4, 7-22, 32, 147, 148 <i>Say It With Symbols:</i> 20-25 <i>Frogs, Fleas, and Painted Cubes:</i> 7-9</p> <p>TE: <i>Growing, Growing, Growing:</i> 1f-g, 60a-I <i>Thinking With Mathematical Models:</i> 1b, 25a-j, 36a-g, 46a-e, 59a-f <i>Samples and Populations:</i> 1b, 1c, 4b, 23a-o <i>Say It With Symbols:</i> 19j, 33a-j <i>Frogs, Fleas, and Painted Cubes:</i> 1a-e, 4b, 18a-g</p> <p>TECH: www.phschool.com</p>

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<p>3. Differentiate between discrete and continuous data and appropriate ways to represent each.</p>	<p>SE/TE: <i>Growing, Growing, Growing:</i> 17, 48, 50-52 <i>Thinking With Mathematical Models:</i> 4, 7-8, 9-24, 26-30, 37-40, 47-51 <i>Samples and Populations:</i> 4, 7-22, 32, 147, 148 <i>Say It With Symbols:</i> 20-25 <i>Frogs, Fleas, and Painted Cubes:</i> 7-9</p> <p>TE: <i>Growing, Growing, Growing:</i> 1f-g, 60a-l <i>Thinking With Mathematical Models:</i> 1b, 25a-j, 36a-g, 46a-e, 59a-f <i>Samples and Populations:</i> 1b, 1c, 4b, 23a-o <i>Say It With Symbols:</i> 19j, 33a-j <i>Frogs, Fleas, and Painted Cubes:</i> 1a-e, 4b, 18a-g</p> <p>TECH: www.phschool.com</p>

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4. Compare two sets of data using measures of center (mean, mode, median) and measures of spread (range, quartiles, interquartile range, percentiles).	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 5-9, 17-21, 31-37, 47, 48-49, 53-59, 134 <i>Thinking With Mathematical Models:</i> 7-15, 16, 19, 22 <i>Samples and Populations:</i> 4, 5-23, 25, 26-28, 37-42, 49-54, 57, 147 <i>Looking For Pythagoras:</i> 43</p> <p>TE: <i>Growing, Growing, Growing:</i> 1a-e, 16a-g, 30a-f, 30h, 44a-g, 60a-h <i>Thinking With Mathematical Models:</i> 1b, 25a-j <i>Samples and Populations:</i> 4b, 23a-o, 36a-d, 36f, 48a-h, 48j, 62a-f <i>Looking For Pythagoras:</i> 52c-g</p> <p>TECH: www.phschool.com</p>
5. Explain the mean's sensitivity to extremes and its use in comparison with the median and mode.	<p>SE/TE: <i>Looking For Pythagoras:</i> 43 <i>Samples and Populations:</i> 8</p> <p>TE: <i>Thinking With Mathematical Models:</i> 1b <i>Looking For Pythagoras:</i> 52c-g <i>Samples and Populations:</i> 23a-o</p> <p>TECH: www.phschool.com</p>

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6. Make conjectures about possible relationships in a scatterplot and approximate line of best fit.	SE/TE: <i>Samples and Populations:</i> 4, 13-14, 15-22 <i>Thinking With Mathematical Models:</i> 7-8 TE: <i>Samples and Populations:</i> 1g-I, 4b, 23n-o <i>Thinking With Mathematical Models:</i> 1b, 25e-j, 36g TECH: www.phschool.com
7. Identify different ways of selecting samples, such as survey response, random sample, representative sample and convenience sample.	SE/TE: <i>Growing, Growing, Growing:</i> 4, 5-9, 17-21, 31-37, 134 <i>Looking For Pythagoras:</i> 5-16, 138-139, 149-150 <i>Thinking With Mathematical Models:</i> 60, 136 <i>Samples and Populations:</i> 4, 5-23, 27-28, 39, 47, 50-51, 57, 147 TE: <i>Growing, Growing, Growing:</i> 1a-e, 4b, 16a-g, 16j, 30a-f, 44a-g <i>Looking For Pythagoras:</i> 1I, 4b, 16a-g <i>Samples and Populations:</i> 4b, 23a-o, 36b-d TECH: www.phschool.com

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<p>8. Describe how the relative size of a sample compared to the target population affects the validity of predictions.</p>	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 5-9, 17-21, 31-37, 134 <i>Looking For Pythagoras:</i> 5-16, 138-139, 149-150 <i>Thinking With Mathematical Models:</i> 3, 5-6, 7-14, 15-24, 28-29, 31-35, 37-40, 41-45, 60, 136 <i>Samples and Populations:</i> 4, 5-23, 27-28, 39, 47, 50-51, 57, 147</p> <p>TE: <i>Growing, Growing, Growing:</i> 1a-e, 4b, 16a-g, 16j, 30a-f, 44a-g <i>Looking For Pythagoras:</i> 1I, 4b, 16a-g <i>Samples and Populations:</i> 4b, 23a-o, 36b-d <i>Thinking With Mathematical Models:</i> 25c-j, 36e-g, 46a-e</p> <p>TECH: www.phschool.com</p>

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<p>9. Construct convincing arguments based on analysis of data and interpretation of graphs.</p>	<p>SE/TE: <i>Growing, Growing, Growing:</i> 4, 5-9, 17-21, 31-37, 134 <i>Looking For Pythagoras:</i> 5-16, 17-26, 27-40, 41-52, 53-63, 138-139, 140-141, 142-144, 145-146, 147, 149-150, 151, 153-156 <i>Thinking With Mathematical Models:</i> 4, 7-8, 26-30, 37-40, 60, 136 <i>Samples and Populations:</i> 4, 5-23, 27-28, 39, 47, 50-51, 57, 147</p> <p>TE: <i>Growing, Growing, Growing:</i> 1a-e, 4b, 16a-g, 16j, 30a-f, 44a-g <i>Looking For Pythagoras:</i> 1l, 4b, 16a-g, 16h, 26a-l, 26n, 40a-n, 40p, 52a-l, 52j, 52p, 63a-g <i>Thinking With Mathematical Models:</i> 1b, 25e-j, 36a-f, 36g, 46a-e <i>Samples and Populations:</i> 4b, 23a-o, 36b-d</p> <p>TECH: www.phschool.com</p>

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10. Calculate the number of possible outcomes for a situation, recognizing and accounting for when items may occur more than once or when order is important.	<p>SE/TE: Thinking With Mathematical Models: 3, 5-6, 7-14, 15-24, 28-29, 31-35, 37-40, 41-45 Clever Counting: 4, 5-8, 9-13, 15-19, 20-25, 37-40, 41-45, 47-49, 50-55, Samples and Populations: 37-42, 43-47, 49-54</p> <p>TE: Thinking With Mathematical Models: 25c-j, 36e-g, 46a-e Clever Counting: 4b, 14a-e, 26a-g, 36j, 46a-f, 56a Samples and Populations: 36f, 48a-h, 48j, 62a-f</p> <p>TECH: www.phschool.com</p>
11. Demonstrate an understanding that the probability of either of two disjoint events occurring can be found by adding the probabilities for each and that the probability of one independent event following another can be found by multiplying the probabilities.	<p>SE/TE: Thinking With Mathematical Models: 3, 5-6, 7-14, 15-24, 28-29, 31-35, 37-40, 41-45 Clever Counting: 4, 5-8, 9-13, 15-19, 20-25, 37-40, 41-45, 47-49, 50-55, Samples and Populations: 37-42, 43-47, 49-54</p> <p>TE: Thinking With Mathematical Models: 25c-j, 36e-g, 46a-e Clever Counting: 4b, 14a-e, 26a-g, 36j, 46a-f, 56a Samples and Populations: 36f, 48a-h, 48j, 62a-f</p> <p>TECH: www.phschool.com</p>

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