Math Teachers Press, Inc.
4850 Park Glen Road, Minneapolis, MN 55416
phone (800) 852-2435 fax (952) 546-7502

Correlation of Texas Essential Knowledge and Skills for Mathematics to *Moving with Math® Foundations Intermediate/Middle Grade 6*

		IM1 *Number, Reasoning & Data* Student Book Skill Builders (SB)	IM2 *Fractions, Decimals & Percent* Student Book Skill Builders (SB)	IM3 *Geometry, Measurement, Probability* Student Book Skill Builders (SB)
6.1	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.**			
(A)	apply mathematics to problems arising in everyday life, society, and the workplace	2, 5, 13, 15, 24-32, 34-37, 39-50, 53-71, 74, 76, 78 **SB:** 4-2, 6-1, 6-2, 7-1 to 7-4, 8-1 to 8-5, 8-7, 9-1 to 9-3, 10-2, 10-4, 10-7, 45-1 to 45-17, 46-1 to 46-5, 50-1 to 50-3, 56-4, 59-2, 59-5	2, 3, 8, 9, 11-17, 19, 20, 22, 23, 25-32, 34-38, 41, 46, 48, 51-52, 54-58, 60-62, 64-78 **SB:** 1-1, 3-1, 6-1, 7-1, 8-1, 9-1, 10-1, 11-3, 13-3, 15-1 to 15-3, 16-1, 16-2, 16-4, 17-1 to 17-4, 18-1 to 18-4, 19-1 to 19-5, 20-1, 20-3, 20-4, 23-2, 24-1 to 24-3, 25-3, 26-2 to 26-4, 27-2 to 27-6, 28-1 to 28-6, 29-3, 45-1 to 45-14, 46-1, 48-1 to 48-3, 51-1, 53-2 to 53-4, 57-1 to 57-5, 58-1 to 58-4, 59-1	11, 15, 16, 20, 28, 29, 31, 33, 35-40, 50, 56-60, 65-76 **SB:** 3-1, 7-1, 8-1, 9-1, 10-1, 12-1, 15-1, 16-1, 17-1, 18-1, 20-1, 24-1, 26-1, 27-1, 32-5, 33-1, 34-6, 35-2, 36-4, 37-3, 38-11, 39-2 to 39-5, 39-7, 40-1, 40-3, 41-1, 41-2, 42-1, 42-2, 44-2, 44-3, 44-5, 44-6, 45-1, 45-3, 45-4, 46-1, 47-1 to 47-6, 48-1 to 48-5, 50-1, 51-1, 52-3, 52-4, 52-5, 53-1, 57-1, 58-1

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(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	13, 18, 24-30, 34-36, 38-40, 43, 45-50, 53-78 **SB:** 4-2, 6-1, 6-2, 7-1 to 7-4, 8-1 to 8-5, 8-7, 8-8, 9-1 to 9-3, 10-2, 10-4, 10-7, 45-1 to 45-17, 46-1 to 46-5, 50-1 to 50-3, 56-4, 59-2, 59-5	3, 7-9, 11, 14-17, 19, 20, 22, 23, 25-32, 34-38, 41, 46, 49, 51-52, 54-57, 60-62, 64-72, 74-78 **SB:** 1-1, 3-1, 6-1, 7-1, 8-1, 9-1, 10-1, 11-3, 13-3, 15-1 to 15-3, 16-1, 16-2, 16-4, 17-1 to 17-4, 18-1 to 18-4, 19-1 to 19-5, 20-1, 20-3, 20-4, 23-2, 24-1 to 24-3, 25-3, 26-2 to 26-4, 27-2 to 27-6, 28-1 to 28-6, 29-3, 45-1 to 45-14, 46-1, 48-1 to 48-3, 51-1, 53-2 to 53-4, 57-1 to 57-5, 58-1 to 58-4, 59-1	21, 22, 25-29, 31, 33, 36-40, 46, 50, 56-60, 65-76 **SB:** 7-1, 12-1, 15-1, 16-1, 17-1, 18-1, 20-1, 24-1, 26-1, 27-1, 35-2, 36-4, 37-3, 38-11, 39-2 to 39-5, 39-7, 40-1, 40-3, 41-1, 42-1

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(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	2-78 **SB:** 1-1 to 1-5, 2-1 to 2-4, 3-1 to 3-4, 4-1 to 4-6, 5-1 to 5-8, 6-1 to 6-3, 7-1 to 7-4, 8-1 to 8-7, 9-1 to 9-5, 10-1 to 10-7, 43-1, 44-1 to 44-6, 45-1 to 45-17, 46-1 to 46-5, 49-1, 49-2, 50-1 to 50-3, 56-1 to 56-5, 59-1 to 59-8	2-79 **SB:** 1-1, 2-1, 3-1, 4-1 to 4-3, 5-1, 5-2, 6-1, 7-1, 8-1, 9-1, 10-1, 10-2, 11-1 to 11-6, 12-1 to 12-10, 13-1 to 13-5, 14-1, 14-2, 15-1 to 15-3, 16-1 to 16-4, 17-1 to 17-4, 18-1 to 18-4, 19-1 to 19-5, 20-1 to 20-5, 21-1 to 21-3, 22-1, 22-2, 23-1 to 23-4, 24-1 to 24-4, 25-1 to 25-4, 26-1 to 26-4, 27-1 to 27-6, 28-1 to 28-7, 29-1 to 29-3, 30-1 to 30-5, 43-1, 44-1, 45-1 to 45-15, 46-1, 48-1 to 48-3, 49-1, 50-1, 51-1 to 51-4, 53-1 to 53-4, 56-1, 57-1 to 57-5, 58-1 to 58-4, 59-1	2-76 **SB:** 1-1, 2-1, 3-1, 4-1, 5-1, 6-1, 7-1, 8-1, 9-1, 10-1, 11-1, 12-1, 13-1, 14-1, 15-1, 16-1, 17-1, 18-1, 19-1, 20-1, 21-1, 22-1, 23-1, 24-1, 25-1, 26-1, 27-1, 28-1, 29-1, 30-1, 31-1, 31-2, 32-1, 33-1, 34-1 to 34-10, 35-1, 35-2, 36-1 to 36-7, 37-1 to 37-3, 38-1 to 38-13, 39-1 to 39-7, 40-1 to 40-4, 41-1, 41-2, 42-1, 42-2, 43-1, 44-1 to 44-6, 45-1 to 45-5, 46-1, 47-1 to 47-6, 48-1 to 48-5, 49-1, 50-1, 51-1, 52-1 to 52-6, 53-1, 54-1, 55-1 to 55-3, 56-1, 56-2, 57-1, 58-1, 59-1, 59-2, 60-1 to 60-6

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(D)	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	2-78 **SB:** 1-1 to 1-5, 2-1 to 2-4, 3-1 to 3-4, 4-1 to 4-6, 5-1 to 5-8, 6-1 to 6-3, 7-1 to 7-4, 8-1 to 8-7, 9-1 to 9-5, 10-1 to 10-7, 43-1, 44-1 to 44-6, 45-1 to 45-17, 46-1 to 46-5, 49-1, 49-2, 50-1 to 50-3, 56-1 to 56-5, 59-1 to 59-8	2-79 **SB** 1-1, 2-1, 3-1, 4-1 to 4-3, 5-1, 5-2, 6-1, 7-1, 8-1, 9-1, 10-1, 10-2, 11-1 to 11-6, 12-1 to 12-10, 13-1 to 13-5, 14-1, 14-2, 15-1 to 15-3, 16-1 to 16-4, 17-1 to 17-4, 18-1 to 18-4, 19-1 to 19-5, 20-1 to 20-5, 21-1 to 21-3, 22-1, 22-2, 23-1 to 23-4, 24-1 to 24-4, 25-1 to 25-4, 26-1 to 26-4, 27-1 to 27-6, 28-1 to 28-7, 29-1 to 29-3, 30-1 to 30-5, 43-1, 44-1, 45-1 to 45-15, 46-1, 48-1 to 48-3, 49-1, 50-1, 51-1 to 51-4, 53-1 to 53-4, 56-1, 57-1 to 57-5, 58-1 to 58-4, 59-1	2-76 **SB:** 1-1, 2-1, 3-1, 4-1, 5-1, 6-1, 7-1, 8-1, 9-1, 10-1, 11-1, 12-1, 13-1, 14-1, 15-1, 16-1, 17-1, 18-1, 19-1, 20-1, 21-1, 22-1, 23-1, 24-1, 25-1, 26-1, 27-1, 28-1, 29-1, 30-1, 31-1, 31-2, 32-1, 33-1, 34-1 to 34-10, 35-1, 35-2, 36-1 to 36-7, 37-1 to 37-3, 38-1 to 38-13, 39-1 to 39-7, 40-1 to 40-4, 41-1, 41-2, 42-1, 42-2, 43-1, 44-1 to 44-6, 45-1 to 45-5, 46-1, 47-1 to 47-6, 48-1 to 48-5, 49-1, 50-1, 51-1, 52-1 to 52-6, 53-1, 54-1, 55-1 to 55-3, 56-1, 56-2, 57-1, 58-1, 59-1, 59-2, 60-1 to 60-6

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(E)	create and use representations to organize, record, and communicate mathematical ideas	2, 10-18, 20, 22, 24, 26, 30-36, 38, 39, 43, 45, 51, 52, 54-59, 61-69, 71-78 **SB:** 44-4, 44-5, 45-4, 45-13, 45-14, 45-16, 46-3, 46-5, 49-1, 59-2, 59-5 to 59-8	3, 5, 6, 9, 14-26, 28-35, 37, 38, 41-47, 49-50, 53-55, 57-66, 68, 70, 72, 74-78 **SB:** 11-1, 11-2, 11-4, 11-6, 12-1, 12-4, 12-5, 12-8, 13-1, 14-1, 16-3, 17-3, 17-4 , 20-1, 20-2, 21-1 to 21-3, 22-1, 23-2 to 23-4, 24-2, 25-3, 25-4, 26-1, 27-1, 27-4, 28-3, 28-4, 28-7, 29-1 to 29-3, 48-2, 48-3, 49-1, 50-1, 51-2, 51-4, 53-2, 57-2, 57-3, 58-1, 58-2	2-10, 12-28, 34, 36, 39-40, 42, 44-46, 49-56, 58-61, 63, 64, 66, 68, 76 **SB:** 11-1, 14-1, 21-1, 29-1, 32-4, 32-5, 34-5, 35-1, 36-1, 38-10, 38-11, 40-4, 46-1, 47-1 to 47-6, 48-1 to 48-5, 49-1, 55-3,
(F)	analyze mathematical relationships to connect and communicate mathematical ideas	2-78 **SB:** 1-1 to 1-5, 2-1 to 2-4, 3-1 to 3-4, 4-1 to 4-6, 5-1 to 5-8, 6-1 to 6-3, 7-1 to 7-4, 8-1 to 8-7, 9-1 to 9-5, 10-1 to 10-7, 43-1, 44-1 to 44-6, 45-1 to 45-17, 46-1 to 46-5, 49-1, 49-2, 50-1 to 50-3, 56-1 to 56-5, 59-1 to 59-8	2-79 **SB:** 1-1, 2-1, 3-1, 4-1 to 4-3, 5-1, 5-2, 6-1, 7-1, 8-1, 9-1, 10-1, 10-2, 11-1 to 11-6, 12-1 to 12-10, 13-1 to 13-5, 14-1, 14-2, 15-1 to 15-3, 16-1 to 16-4, 17-1 to 17-4, 18-1 to 18-4, 19-1 to 19-5, 20-1 to 20-5, 21-1 to 21-3, 22-1, 22-2, 23-1 to 23-4, 24-1 to 24-4, 25-1 to 25-4, 26-1 to 26-4, 27-1 to 27-6, 28-1 to 28-7, 29-1 to 29-3, 30-1 to 30-5, 43-1, 44-1, 45-1 to 45-15, 46-1, 48-1 to 48-3, 49-1, 50-1, 51-1 to 51-4, 53-1 to 53-4, 56-1, 57-1 to 57-5, 58-1 to 58-4, 59-1	2-76 **SB:** 1-1, 2-1, 3-1, 4-1, 5-1, 6-1, 7-1, 8-1, 9-1, 10-1, 11-1, 12-1, 13-1, 14-1, 15-1, 16-1, 17-1, 18-1, 19-1, 20-1, 21-1, 22-1, 23-1, 24-1, 25-1, 26-1, 27-1, 28-1, 29-1, 30-1, 31-1, 31-2, 32-1, 33-1, 34-1 to 34-10, 35-1, 35-2, 36-1 to 36-7, 37-1 to 37-3, 38-1 to 38-13, 39-1 to 39-7, 40-1 to 40-4, 41-1, 41-2, 42-1, 42-2, 43-1, 44-1 to 44-6, 45-1 to 45-5, 46-1, 47-1 to 47-6, 48-1 to 48-5, 49-1, 50-1, 51-1, 52-1 to 52-6, 53-1, 54-1, 55-1 to 55-3, 56-1, 56-2, 57-1, 58-1, 59-1, 59-2, 60-1 to 60-6

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(G)	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	2-78 **SB:** 1-1 to 1-5, 2-1 to 2-4, 3-1 to 3-4, 4-1 to 4-6, 5-1 to 5-8, 6-1 to 6-3, 7-1 to 7-4, 8-1 to 8-7, 9-1 to 9-5, 10-1 to 10-7, 43-1, 44-1 to 44-6, 45-1 to 45-17, 46-1 to 46-5, 49-1, 49-2, 50-1 to 50-3, 56-1 to 56-5, 59-1 to 59-8	2-79 **SB:** 1-1, 2-1, 3-1, 4-1 to 4-3, 5-1, 5-2, 6-1, 7-1, 8-1, 9-1, 10-1, 10-2, 11-1 to 11-6, 12-1 to 12-10, 13-1 to 13-5, 14-1, 14-2, 15-1 to 15-3, 16-1 to 16-4, 17-1 to 17-4, 18-1 to 18-4, 19-1 to 19-5, 20-1 to 20-5, 21-1 to 21-3, 22-1, 22-2, 23-1 to 23-4, 24-1 to 24-4, 25-1 to 25-4, 26-1 to 26-4, 27-1 to 27-6, 28-1 to 28-7, 29-1 to 29-3, 30-1 to 30-5, 43-1, 44-1, 45-1 to 45-15, 46-1, 48-1 to 48-3, 49-1, 50-1, 51-1 to 51-4, 53-1 to 53-4, 56-1, 57-1 to 57-5, 58-1 to 58-4, 59-1	2-76 **SB:** 1-1, 2-1, 3-1, 4-1, 5-1, 6-1, 7-1, 8-1, 9-1, 10-1, 11-1, 12-1, 13-1, 14-1, 15-1, 16-1, 17-1, 18-1, 19-1, 20-1, 21-1, 22-1, 23-1, 24-1, 25-1, 26-1, 27-1, 28-1, 29-1, 30-1, 31-1, 31-2, 32-1, 33-1, 34-1 to 34-10, 35-1, 35-2, 36-1 to 36-7, 37-1 to 37-3, 38-1 to 38-13, 39-1 to 39-7, 40-1 to 40-4, 41-1, 41-2, 42-1, 42-2, 43-1, 44-1 to 44-6, 45-1 to 45-5, 46-1, 47-1 to 47-6, 48-1 to 48-5, 49-1, 50-1, 51-1, 52-1 to 52-6, 53-1, 54-1, 55-1 to 55-3, 56-1, 56-2, 57-1, 58-1, 59-1, 59-2, 60-1 to 60-6
6.2	**Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms.**			
(A)	classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers	63		
(B)	identify a number, its opposite, and its absolute value	67 **SB:** 59-4, 59-8		
(C)	locate, compare, and order integers and rational numbers using a number line	64-66 **SB:** 59-2, 59-3	**SB:** 21-2, 23-2	**SB:** 14-1, 59-1
(D)	order a set of rational number arising from mathematical and real-world contexts		49-51 **SB:** 13-2, 13-5	

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(E)	extend representations for division to include fraction notation such as a/b represents the same numbers as a ÷ b where b ≠ 0		**SB:** 11-3	
6.3	**Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.**			
(A)	recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values		34 **SB:** 20-1, 20-3, 20-4	
(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	28		
(C)	represent integer operations with concrete models and connect the actions with the models to standardized algorithms	68, 69 **SB:** 59-5 to 59-7	**SB:** 59-1	
(D)	add, subtract, multiply, and divide integers fluently	23-26, 29-31, 33-36, 39, 44-48, 71, 72 **SB:** 6-1 to 6-3, 7-1 to 7-4, 8-1 to 8-7, 9-2, 9-5, 10-1 to 10-7		**SB:** 59-2
(E)	multiply and divide positive rational numbers fluently		28-36, 38, 57-62, 65 **SB:** 8-1, 9-1, 10-1, 10-2, 19-1 to 19-5, 20-1 to 20-5, 27-1 to 27-6, 28-1 to 28-6, 45-8	**SB:** 8-1, 9-1, 19-1, 20-1, 26-1, 27-1, 28-1, 45-3
6.4	**Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problems situations**			

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(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			
(B)	apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates			
(C)	give examples of ratios as multiplicative comparisons of two quantities describing the same attribute			
(D)	give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients		64, 72, 73 **SB:** 13-5	56 **SB:** 52-3
(E)	represent ratios and percents with concrete models, fractions, and decimals		8, 68, 70 **SB:** 29-1 to 29-3	**SB:** 52-1, 57-1
(F)	represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers		67, 68 **SB:** 29-1, 29-2	
(G)	generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money		9, 11, 13, 43, 44, 47, 48, 50, 67-70, 72 **SB:** 12-1, 12-3 to 12-7, 12-9, 12-10, 21-3, 22-1, 23-2, 25-3	
(H)	convert units within a measurement system, including the use of proportions and unit rates			31, 33-39 **SB:** 36-4, 36-6, 41-1, 41-2, 42-1, 42-2
6.5	**Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships.**			
(A)	represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	75, 78		57-61 **SB:** 12-1, 52-4, 52-5

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(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		71 **SB:** 29-3, 53-1 to 53-4	
(C)	use equivalent fractions, decimals, and percents to show equal parts of the same whole		43, 44, 47, 48, 50, 67, 70, 71 **SB:** 12-4, 12-5, 21-3, 23-2, 25-4, 29-1, 29-2	**SB:** 25-1, 29-1, 30-1, 52-2
6.6	**Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships.**			
(A)	identify independent and dependent quantities from tables and graphs			74
(B)	write an equation that represents the relationship between independent and dependent quantities from a table	76		74
(C)	represent a given situation using verbal descriptions, tables, graphs, and equations in the form of y = kx or y = x +b	70, 78 **SB:** 44-5, 56-1	**SB:** 44-1	74 **SB:** 44-5
6.7	**Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations.**			
(A)	generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization	16-18 **SB:** 4-4, 4-5	**SB:** 4-1, 4-3	
(B)	distinguish between expressions and equations verbally, numerically and algebraically	70 **SB:** 56-1, 56-5		
(C)	determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations	**SB:** 56-3		

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(D)	generate equivalent expressions using the properties of operation: inverse, identity, commutative, associative, and distributive properties	19-21 **SB:** 5-1 to 5-3, 5-5	**SB:** 5-1, 5-2	**SB:** 5-1
6.8	**Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems**			
(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			8, 25, 26
(B)	model area formulas for parallelograms, trapezoids and triangles by decomposing and rearranging parts of these shapes			46, 47, 49 **SB:** 38-5
(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			46-48, 50, 53 **SB:** 38-6, 38-7, 38-9, 38-10, 39-2, 39-3
(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			43, 45, 48, 53 **SB:** 38-5 to 38-7, 38-9 to 38-11, 39-2, 39-3, 39-5, 39-7
6.9	**Expressions, equations, and relationships. The student applies mathematical process standard to use equations and inequalities to represent situations.**			
(A)	write one-variable, one-step equations and inequalities to represent constraints or conditions within problems	50, 70 **SB:** 56-4		

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(B)	represent solutions for one-variable, one-step equations and inequalities on number lines			
(C)	write corresponding real-world problems given one-variable, one-step equations or inequalities			
6.10	**Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems**			
(A)	model and solve one-variable, one step equations and inequalities that represent problems, including geometric concepts	71, 72 **SB:** 56-2 to 56-4		**SB:** 56-2
(B)	determine if the given value(s) make(s) one-variable, one-step equations or inequalities true			
6.11	**Measurement and data. The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to graph points in all four quadrants using ordered pairs of rational numbers.**	77 **SB:** 43-1, 44-4	**SB:** 43-1	15, 16
6.12	**Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems.**			
(A)	represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots			71, 75
(B)	use the graphical representation of numeric data to describe the center, spread, and the shape of the data distribution.			66, 72, 73 **SB:** 47-3, 48-2

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(C)	summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spead), and use these summaries to describe the center, spread, and shape of the data distribution	59-62 **SB:** 46-1 to 46-4		65, 66 **SB:** 46-1, 48-2
(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			
6.13	**Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems.**			
(A)	interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots			71, 75
(B)	distinguish between situations that yield data with and without variability			67 **SB:** 47-4
6.14	**Personal financial literacy. The student applies mathematical process standard to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor**			
(A)	compare the features and costs of a checking account and a debit card offered by different local financial institutions.			
(B)	distinguish between debit cards and credit cards			
(C)	balance a check register that includes deposits, withdrawals, and transfers			
(D)	explain why it is important to establish a positive credit history			

		IM1 *Number, Reasoning & Data* Student Book Skill Builders (SB)	IM2 *Fractions, Decimals & Percent* Student Book Skill Builders (SB)	IM3 *Geometry, Measurement, Probability* Student Book Skill Builders (SB)
(E)	describe the information in a credit report and how long it is retained			
(F)	describe the value of credit reports to borrowers and to lenders			
(G)	explain various methods to pay for college including through savings, grants, scholarships, student loads and work-study			
(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			