

## Sixth Grade Math Curriculum Alignment

Timeline	Strand/Concept	Performance Objective	Resources	Lessons/Objectives	Technology
<p><b>August</b></p>	<p><b>Basic Math Review</b></p> <p><b>Strand 2: Data Analysis, Probability, and Discrete Math</b></p> <p><b>Concept 3: Discrete Mathematics – Systematic Listing and Counting</b></p>	<p><b>PO 1. Determine all possible outcomes involving a combination of three sets of three items, using a systematic approach (e.g., 3 different shirts, 3 different pairs of pants, and 3 different belts).</b></p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><u>Lessons:</u> Chapter 1 &amp; 12</p> <p><u>Lessons:</u> Lesson 11-10, pp. 654–657</p> <p><u>Additional Resources:</u> Chapter Test, p. 685, Ex. 15</p>	<p>AM</p>
		<p><b>PO 2. Determine all possible arrangements given a set with four or fewer objects using a systematic list, table or tree diagram when order is not important.</b></p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><u>Lessons:</u> Chapter 1 &amp; 12</p> <p><u>Lessons:</u> Lesson 5-5, pp. 264–265, Ex. 1–2, 4–6; Lesson 11-11, pp. 658–661, Ex. 2, 11–12</p> <p><u>Additional Resources:</u> Reading For Math Success, p. 263, Ex. 8; Section B Review, p. 272, Ex. 2; Diagnostic Checkpoint, p. 273, Ex. 3; Key Vocabulary and Concept Review, p. 287, Ex. 4; Chapter Test, p. 289, Ex. 26; Reteaching, p. 293, Set 5-5, Ex. 2; More Practice, p. 296, Set 5-5, Ex. 1–3; More Practice, p. 694, Set 11-11, Ex. 4</p>	
<p><b>September</b></p>	<p><b>Strand 2: Data</b></p>	<p>PO 1. Formulate questions to</p>	<p>Scott Foresman/ Addison Wesley</p>	<p><u>Lessons:</u> Chapter 1 all</p>	<p>AM</p>



		<p>of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs.</p>	<p>Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 11-3, pp. 628–631, Ex. 10; Lesson 11-5, pp. 636–637, Ex. 1–2, 4–5; Lesson 11-6, pp. 638–641, Ex. 2, 7–8; Lesson 11-7, pp. 642–645, Ex. 3, 5</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 65, Ex. 17–18; Lesson 3-9, p. 171, Ex. 11–12; More Practice, p. 200, Set 3-9, Ex. 1–4; Cumulative Review and Test Prep, p. 239, Ex. 16; Lesson 6-2, p. 305, Ex. 40; Lesson 6-2, p. 305, Ex. 40; Discovery Channel, p. 645, Ex. 2; Reading For Math Success, pp. 646–647, Ex. 1–8, 10–12; Section B Review, p. 652, Ex. 1; Diagnostic Checkpoint, p. 653, Ex. 2, 6; Key Vocabulary and Concept Review, p. 682, Ex. 3; Chapter Test, pp. 684–685, Ex. 7–9; Reteaching, p. 689, Set 11-5, Ex. 1–2; More Practice, p. 693, Set 11-7, Ex. 1; Cumulative Review and Test Prep, p. 735, Ex. 15</p> <p><b>Lessons:</b> Chapter 1 all</p>	
		<p>PO 4. Answer questions based on simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 11-3, pp. 628–631, Ex. 8–9; Lesson 11-5, pp. 636–637, Ex. 1–2, 4–5; Lesson 11-6, pp. 638–641, Ex. 3, 6–9; Lesson 11-7, pp. 642–645, Ex. 3, 5</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 65, Ex. 18; Cumulative Review and Test Prep, p. 239, Ex. 17; Discovery Channel, p. 645, Ex. 1–2; Reading For Math Success, pp. 646–647, Ex. 1, 5, 9, 11–12; Section B Review, p. 652, Ex. 1; Diagnostic Checkpoint, p. 653, Ex. 2, 6; Key Vocabulary and Concept Review, p. 682, Ex. 3; Chapter Test, pp. 684–685, Ex. 7–8; Reteaching, p. 689, Set 11-5, Ex. 1–2, Set 11-7, Ex. 1; More Practice, p. 693, Set 11-5, Ex. 1, Set 11-6, Ex. 3, Set 11-7, Ex. 1; Cumulative Review and</p>	

		<p>PO 5. Find the mean, median (odd number of data points), mode, range, and extreme values of a given numerical data set.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>Test Prep, p. 735, Ex. 15</p> <p><b>Lessons:</b> Chapter 1 all</p> <p><b>Lessons:</b> Lesson 11-2, pp. 624–627, Ex. 1–2, 4–6, 8–13; Lesson 11-4, pp. 632–633, Ex. 2, 5, 7; Lesson 11-17, pp. 676–677, Ex. 2; Lesson 12-9, p. 725, Ex. 8</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 238, Ex. 4; Cumulative Review and Test Prep, p. 291, Ex. 23; Cumulative Review and Test Prep, p. 345, Ex. 20; Learning with Technology, p. 627, Ex. 1–4; Warm Up, p. 628, Ex. 1–2; Talk About It, p. 629, Ex. 1; Lesson 11-3, pp. 630–631, Ex. 2, 5, 7, 10, 14; Section A Review, p. 634, Ex. 2–3; Diagnostic Checkpoint, p. 635, Ex. 5–6, 8, 11; Lesson 11-11, p. 661, Ex. 19; Chapter Test, pp. 684–685, Ex. 3–4, 13; Reteaching, p. 688, Set 11-2, Ex. 1–3, Set 11-4, Ex. 2; More Practice, p. 692, Set 11-2, Ex. 1–3, Set 11-4, Ex. 2–3</p> <p><b>Lessons:</b> Chapter 1 all</p> <p><b>Lessons:</b> Lesson 11-6, pp. 638–641, Ex. 2, 8, 12</p> <p><b>Additional Resources:</b> Lesson 6-2, p. 305, Ex. 40; Cumulative Review and Test Prep, p. 461, Ex. 18; Discovery Channel, p. 721, Ex. 1; Lesson 11-7, p. 645, Ex. 16; Reteaching, p. 689, Set 11-6, Ex. 1; More Practice, p. 693, Set 11-6, Ex. 2</p>	
		<p>PO 6. Identify a trend (variable increasing, decreasing, remaining constant) from displayed data.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/</p>		

		<p>PO 7. Compare trends in data related to the same investigation.</p> <p>PO 8. Solve contextual problems using bar graphs, tally charts, and frequency tables.</p> <p>PO 1. Name the possible</p>	<p>Addison Wesley ©2004 (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Scott Foresman/ Addison Wesley</p>	<p><b>Lessons:</b> Chapter 1 all</p> <p><b>Lessons:</b> Lesson 11-5, p. 637, Ex. 1–2, 4–5; Lesson 11-6, pp. 639–641, Ex. 2, 8–9; Reading For Math Success, pp. 646–647, Ex. 1–2, 11–12; Section B Review, p. 652, Ex. 1; Diagnostic Checkpoint, p. 653, Ex. 2; Chapter Test, p. 684, Ex. 8–9; Reteaching, p. 689, Set 11-8, Ex. 1–2, Set 11-6, Ex. 1; More Practice, p. 693, Set 11-5, Ex. 1, Set 11-6, Ex. 2</p> <p><b>Lessons:</b> Chapter 1 all</p> <p><b>Lessons:</b> Lesson 11-3, pp. 628–631, Ex. 10</p> <p><b>Additional Resources:</b> Diagnostic Checkpoint, p. 635, Ex. 14</p> <p><b>Lessons:</b> Chapter 12</p> <p><b>Lessons:</b> Learning with Technology, p. 661, Ex. 1; Lesson 11-13, pp. 665</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 609, Ex. 15</p>	
	<p><b>Strand 2: Data</b></p>				



		<p>PO 4. Record the data from performing a grade-level appropriate probability experiment.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 11-13, pp. 664–667</p> <p><b>Additional Resources:</b> Learning with Technology, p. 661, Ex. 3</p> <p><b>Lessons:</b> Chapter 12</p> <p><b>Lessons:</b> Learning with Technology, p. 661, Ex. 3</p>	
		<p>PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 12</p> <p><b>Lessons:</b> Learning with Technology, p. 661, Ex. 2–3; Lesson 11-13, p. 665</p>	
		<p>PO 6. Make predictions from the results of student-</p>	<p>Scott Foresman/ Addison Wesley</p>	<p><b>Lessons:</b> Chapter 12</p>	

	<p><b>Strand 2: Data Analysis, Probability, and Discrete Math</b>  <b>Concept 4: Vertex-Edge Graphs</b></p>	<p>generated experiments using objects (e.g., coins, spinners, number cubes, cards).</p> <p>PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.</p> <p>PO 1. Find the shortest route on a map from one site to another (vertex-edge graph).</p>	<p>Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 11-13, p. 665</p> <p><b>Lessons:</b> Mapping Skills/Extend Your Thinking (Enrichment 9-5, 9-7)</p> <p><b>Lessons:</b> Enrichment, p. 475, Ex. 1-2; Reaching All Learners, Advanced Learners, p. 480B; Investigating the Concept, p. 654A; Reteaching, p. 654A; Math and Physical Science, p. 654B; Talk About It, p. 654, Ex. 1; Lesson 11-10, p. 656 Ex. 1, 5</p>	
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		<p><b>PO 3. Order three or more proper fractions, improper fractions, or mixed numbers.</b></p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 3-11, pp. 176–179, Ex. 6, 20</p> <p><b>Additional Resources:</b> Section B Review, p. 184, Ex. 16; Chapter Test, p. 191, Ex. 25; Reteaching, p. 197, Set 3-11, Ex. 1, 4; More Practice, p. 201, Set 3-11, Ex. 6–8</p> <p><b>Lessons:</b> Chapter 7</p>	
		<p><b>PO 4. Determine the equivalency between and among fractions, decimals, and percents in contextual situations.</b></p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 3-7, pp. 164–167, Ex. 53; Lesson 3-8, pp. 168–169, Ex. 29; Lesson 3-10, pp. 172–175, Ex. 46; Lesson 6-2, pp. 302–305, Ex. 37–38; Lesson 7-1, pp. 354–357, Ex. 17; Lesson 7-2, pp. 358–361, Ex. 39, 41, 46; Lesson 9-15, pp. 520–521, Ex. 4</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 192, Ex. 5; More Practice, pp. 200–201, Set 3-8, Ex. 13; Cumulative Review and Test Prep, p. 238, Ex. 5; Diagnostic Checkpoint, p. 315, Ex. 21; More Practice, p. 349, Set 6-2, Ex. 18; Diagnostic Checkpoint, p. 365, Ex. 2; Chapter Test, pp. 396, Ex. 11; More Practice, p. 403, Set 7-2, Ex. 18; Cumulative Review and Test Prep, p. 460, Ex. 5; Lesson 9-9, p. 503, Ex. 13</p> <p><b>Lessons:</b> Chapter 2</p>	

		<p><b>PO 5. Identify the greatest common factor for two whole numbers.</b></p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 3-3, pp. 150–151; Ex. 1–4, 7–16, 18, 23–24, 26</p> <p><b>Additional Resources:</b> Lesson 3-4, p. 153, Ex. 28; Section A Review, p. 158, Ex. 13–14, 16–17; Diagnostic Checkpoint, p. 159, Ex. 15–19; Warm Up, p. 164, Ex. 1–4; Key Vocabulary and Concept Review, p. 188, Ex. 1; Chapter Test, p. 190, Ex. 5, 19–20; Cumulative Review and Test Prep, p. 192, Ex. 6; Reteaching, p. 194, Set 3-3, Ex. 1–14; More Practice, p. 198, Set 3-3, Ex. 1–12, 14; Lesson 5-2, p. 255, Ex. 37; Practice Game, p. 255; Lesson 6-5, p. 317, Ex. 17; Lesson 9-4, p. 487, Ex. 15–19; Cumulative Review and Test Prep, p. 530, Ex. 5</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 3-4, pp. 152–153, Ex. 1–4, 6–11, 13–14, 17–19</p> <p><b>Additional Resources:</b> Section A Review, p. 158, Ex. 19–20, 22–23; Diagnostic Checkpoint, p. 159, Ex. 20–22, 26; Key Vocabulary and Concept Review, p. 188, Ex. 1; Chapter Test, p. 191, Ex. 19–20; Reteaching, p. 195, Set 3-4, Ex. 1–10; More Practice, p. 199, Set 3-4, Ex. 7–13; Diagnosing Readiness, p. 202, Ex. 5–7, 9, 11; Warm Up, p. 206, Ex. 1–5; Lesson 5-4, p. 259, Ex. 24; Cumulative Review and Test Prep, p. 290, Ex. 3; Lesson 6-5, p. 317, Ex. 18</p> <p><b>Lessons:</b> Chapter 2</p>	
		<p><b>PO 6. Determine the least common multiple for two whole numbers.</b></p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 3-3, pp. 150–151; Ex. 1–4, 7–16, 18, 23–24, 26</p> <p><b>Additional Resources:</b> Lesson 3-4, p. 153, Ex. 28; Section A Review, p. 158, Ex. 13–14, 16–17; Diagnostic Checkpoint, p. 159, Ex. 15–19; Warm Up, p. 164, Ex. 1–4; Key Vocabulary and Concept Review, p. 188, Ex. 1; Chapter Test, p. 190, Ex. 5, 19–20; Cumulative Review and Test Prep, p. 192, Ex. 6; Reteaching, p. 194, Set 3-3, Ex. 1–14; More Practice, p. 198, Set 3-3, Ex. 1–12, 14; Lesson 5-2, p. 255, Ex. 37; Practice Game, p. 255; Lesson 6-5, p. 317, Ex. 17; Lesson 9-4, p. 487, Ex. 15–19; Cumulative Review and Test Prep, p. 530, Ex. 5</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 3-4, pp. 152–153, Ex. 1–4, 6–11, 13–14, 17–19</p> <p><b>Additional Resources:</b> Section A Review, p. 158, Ex. 19–20, 22–23; Diagnostic Checkpoint, p. 159, Ex. 20–22, 26; Key Vocabulary and Concept Review, p. 188, Ex. 1; Chapter Test, p. 191, Ex. 19–20; Reteaching, p. 195, Set 3-4, Ex. 1–10; More Practice, p. 199, Set 3-4, Ex. 7–13; Diagnosing Readiness, p. 202, Ex. 5–7, 9, 11; Warm Up, p. 206, Ex. 1–5; Lesson 5-4, p. 259, Ex. 24; Cumulative Review and Test Prep, p. 290, Ex. 3; Lesson 6-5, p. 317, Ex. 18</p> <p><b>Lessons:</b> Chapter 2</p>	

	<p><b>Strand 1: Number Sense &amp; Operations</b>  <b>Concept 2: Numerical Operations</b></p>	<p><b>PO 7. Express a whole number as a product of its prime factors, using exponents when appropriate.</b></p> <p><b>PO 1. Select the grade-level appropriate operation to solve word problems.</b></p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 3-2, pp. 146–149, Ex. 6–10, 18–30</p> <p><b>Additional Resources:</b> Lesson 3-3, p. 151, Ex. 29; Lesson 3-4, p. 153, Ex. 27; Section A Review, p. 158, Ex. 8–10, 12; Diagnostic Checkpoint, p. 159, Ex. 9, 11–12, 14; Chapter Test, p. 190, Ex. 4; More Practice, p. 198, Set 3-2, Ex. 7–18; Lesson 5-6, p. 269, Ex. 42</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 1-16, pp. 52–53, Ex. 3, 7, 9–10; Lesson 8-4, pp. 414–415, Ex. 1–9</p> <p><b>Additional Resources:</b> Section C Review, p. 56, Ex. 14; Diagnostic Checkpoint, p. 57, Ex. 23; Reteaching, p. 69, Set 1-16, Ex. 1; More Practice, p. 73, Set 1-16, Ex. 2; Lesson 2-1, p. 77, Ex. 18; Section A Review, p. 416, Ex. 18; Diagnostic Checkpoint, p. 417, Ex. 18–20; Key Vocabulary and Concept Review, p. 457, Ex. 4; Reteaching, p. 463, Set 8-4, Ex. 1–2; More Practice, p. 467, Set 8-4, Ex. 1–2</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 1-7, pp. 20–21, Ex. 1–9;</p>	
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		<p><b>PO 2. Solve word problems using grade-level appropriate operations and numbers.</b></p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>Lesson 1-12, pp. 36–37, Ex. 1–9; Lesson 1-16, pp. 52–53, Ex. 1–10; Lesson 1-17, p. 55, Ex. 7; Lesson 2-14, pp. 120–121, Ex. 1–3, 5–6; Lesson 3-12, pp. 180–181, Ex. 1–6; Lesson 3-13, pp. 182–183, Ex. 2, 4, 7; Lesson 4-8, pp. 226–227, Ex. 1–10; Lesson 4-9, pp. 228–229, Ex. 1–3, 5, 7; Lesson 5-10, pp. 278–279, Ex. 1–6; Lesson 5-11, pp. 280–281, Ex. 1–5; Lesson 8-4, pp. 414–415, Ex. 1–9; Lesson 8-10, pp. 434–437, Ex. 1–10; Lesson 9-5, pp. 490–491, Ex. 2–3; Lesson 9-15, pp. 520–521, Ex. 1, 3, 5; Lesson 11-17, pp. 676–677, Ex. 1, 3, 5–6; Lesson 12-3, pp. 706–707, Ex. 1–3, 6–8; Lesson 12-9, pp. 724–725, Ex. 2–3, 8</p> <p><b>Additional Resources:</b> Most lessons in Grade 6 include word problems that require grade level appropriate operations and numbers.</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 1-9, pp. 28–29, Ex. 5, 19–21; Lesson 1-10, pp. 30–31, Ex. 3–6, 10– 22; Lesson 1-11, pp. 32–35, Ex. 1–31; Lesson 1-14, pp. 44–47, Ex. 1–27</p> <p><b>Additional Resources:</b> Section B Review, p. 38, Ex. 9–14; Diagnostic Checkpoint, p. 39, Ex. 14– 21, 25–26; Talk About It, pp. 48–49, Ex. 1–2; Lesson 1-15, pp. 50–51, Ex. 1–4, 10–13, 36; Section C Review, p. 56, Ex. 6–7; Diagnostic Checkpoint, p. 57, Ex. 9–12, 25; Chapter Test, pp. 62–63, Ex. 10, 18, 30; Cumulative Review and Test Prep, pp. 64–65, Ex. 8, 25; Reteaching, pp. 68–69, Set 1-10, Ex. 1–6, Set 1-11, Ex. 1–6, Set 1-14, Ex. 1–4 More Practice, pp. 72–73, Set 1-9, Ex. 5, Set 1-10, Ex. 5–11, Set 1-11, Ex. 1–13, Set 1-14, Ex. 1–9; Lesson 2-5, p. 89, Ex. 39; Cumulative Review and Test Prep, pp. 130–131,</p>	
		<p><b>PO 3. Apply grade-level appropriate properties to assist in computation.</b></p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>		

		<p><b>PO 4. Apply the symbols for “...” or “—” to represent repeating decimals and “:” to represent ratios, superscripts as exponents.</b></p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>Ex. 4, 28; Cumulative Review and Test Prep, p. 239, Ex. 25; Lesson 5-2, p. 254, Ex. 32–34; Diagnostic Checkpoint, p. 261, Ex. 26; Cumulative Review and Test Prep, p. 345, Ex. 29</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 1-2, pp. 8–11, Ex. 3, 13–18, 26; Lesson 1-17, pp. 54–55, Ex. 5; Lesson 3-10, pp. 172–175, Ex. 8, 32, 34–35, 37, 42, 47; Lesson 6-1, pp. 300–301, Ex. 1–2, 5–7, 9–12; Lesson 6-2, pp. 302–305, Ex. 3, 13, 36</p> <p><b>Additional Resources:</b> Lesson 1-5, p. 17, Ex. 31; Diagnostic Checkpoint, p. 23, Ex. 6–8; Reteaching, p. 66, Set 1-2, Ex. 1–4; Lesson 2-3, p. 81, Ex. 26–28; Diagnosing Readiness, p. 140, Ex. 4–10; More Practice, p. 201, Set 3-10, Ex. 13; Enrichment, p. 251, Ex. 1–4; Section A Review, p. 314, Ex. 1–3, 5; Diagnostic Checkpoint, p. 315, Ex. 3–6, 9; Key Vocabulary and Concept Review, p. 340, Ex. 1; Chapter Test, p. 343, Ex. 12–15; Reteaching, p. 346, Set 6-1, Ex. 1–4; More Practice, p. 349, Set 6-1, Ex. 1–7, Set 6-2, Ex. 2, 4</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> See vocabulary words highlighted within each lesson and the Key Vocabulary and Concept Review on pp. 60–61, 126–127, 188–189, 234–235, 286–287, 340–341, 394–395, 456–457, 526–527, 604–605, 682–683, and 730–731</p>	
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		<p><b>PO 6. Simplify fractions to lowest terms.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>		
		<p><b>PO 7. Add or subtract proper fractions and mixed numbers with unlike denominators with regrouping.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p>		



		<p><b>PO 9. Multiply proper fractions.</b></p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b><u>Additional Resources:</u></b> Learning with Technology, p. 255, Ex. 3-4; Warm up, p. 256, Ex. 1-4; Lesson 5-3, p. 258, Ex. 18-20; Warm Up, p. 258, Ex. 1-4; Section A Review, p. 260, Ex. 1-12; Diagnostic Checkpoint, p. 261, Ex. 1-12; Warm Up, p. 266, Ex. 1-4; Key Vocabulary and Concept Review, p. 286, Ex. 1; Chapter Test, pp. 288-289, Ex. 1-2, 8, 12; Cumulative Review and Test Prep, p. 290, Ex. 1, 8; Reteaching, p. 292, Set 5-1, Ex. 1-10, Set 5-2, Ex. 1-8; More Practice, p. 295, Set 5-1, Ex. 1-13, Set 5-2, Ex. 4-15; Diagnosing Readiness, p. 353, Ex. 24-27; Lesson 7-1, p. 357, Ex. 23; Warm Up, p. 368, Ex. 1-4; Lesson 8-1, p. 409, Ex. 21; Cumulative Review and Test Prep, p. 530, Ex. 3; Diagnosing Readiness, p. 619, Ex. 28-33; Lesson 11-10, p. 657, Ex. 15; Warm Up, p. 664, Ex. 1; Warm Up, p. 672, Ex. 1-4</p> <p><b><u>Lessons:</u></b> Chapter 6, 7</p> <p><b><u>Lessons:</u></b> Lesson 5-4, pp. 258-259, Ex. 1-17</p> <p><b><u>Additional Resources:</u></b> Lesson 5-2, p. 254, Ex. 32-34; Section A Review, p. 260, Ex. 21-28; Diagnostic Checkpoint, p. 261, Ex. 17-23, 26; Lesson 5-6, p. 269, Ex. 39-41; Key Vocabulary and Concept Review, p. 286, Ex. 1; Chapter Test, pp. 288-289, Ex. 4-5, 11, 13-14; Cumulative Review and Test Prep, p. 290, Ex. 5; Reteaching, p. 293, Set 5-4, Ex. 1-8; More Practice, p. 296, Set 5-4, Ex. 1-17; Warm Up, p. 542, Ex. 1, 3; Lesson 10-2, p. 549, Ex. 47; Warm Up, p. 576, Ex. 1-2; Cumulative Review and Test Prep, p. 686, Ex. 9</p> <p><b><u>Lessons:</u></b> Chapter 6, 7</p> <p><b><u>Lessons:</u></b></p>	
		<p><b>PO 10. Multiply mixed numbers.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p>	<p><b><u>Lessons:</u></b> Chapter 6, 7</p> <p><b><u>Lessons:</u></b></p>	

			<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>Lesson 5-6, pp. 266–269, Ex. 9</p> <p><b>Additional Resources:</b> Reteaching, p. 293, Set 5-6, Ex. 1–8; Diagnostic Checkpoint, p. 273, Ex. 27–28; Talk About It, p. 710, Ex. 3</p> <p><b>Lessons:</b> Chapter 6, 7</p> <p><b>Lessons:</b> Lesson 5-6, pp. 266–269, Ex. 5–8, 14–30, 32–35</p> <p><b>Additional Resources:</b> Discovery Channel, p. 269, Ex. 1; Warm Up, p. 270, Ex. 1–4; Lesson 5-7, p. 271, Ex. 20–22; Section B Review, p. 272, Ex. 6–13; Diagnostic Checkpoint, p. 273, Ex.</p> <p>1, 8–15, 25; Lesson 5-9, p. 227, Ex. 20; Key Vocabulary and Concept Review, p. 286, Ex. 2; Chapter Test, p. 289, Ex. 20; Cumulative Review and Test Prep, p. 290, Ex. 9; Reteaching, p. 293, Set 5-6, Ex. 1–8; More Practice, p. 296, Set 5-6, Ex. 5–21; Lesson 7-1, p. 357, Ex. 25; Cumulative Review and Test Prep, p. 686, Ex. 5</p> <p><b>Lessons:</b> Chapter 6, 7</p>
		<p><b>PO 11. Demonstrate that division is the inverse of multiplication of proper fractions.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	
		<p><b>PO 12. Divide proper fractions.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 5-7, pp. 270–271, Ex. 1–5, 6– 13, 15–16</p> <p><b>Additional Resources:</b> Section B Review, p. 272, Ex. 14–21; Diagnostic Checkpoint, p. 273, Ex. 2, 16–24, 26; Lesson 5-8, p. 275, Ex. 20–22; Lesson 5-9, p. 227, Ex. 20; Key Vocabulary and Concept Review, p. 286, Ex. 2; Chapter Test, pp. 288–</p>

		<p><b>PO 13. Divide mixed numbers.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>289, Ex. 6, 19; Cumulative Review and Test Prep, p. 290, Ex. 6; Reteaching, p. 294, Set 5-7, Ex. 1–6; More Practice, p. 297, Set 5-7, Ex. 1–7; Warm Up, p. 542, Ex. 2, 4; Lesson 11-10, p. 657, Ex. 16; Cumulative Review and Test Prep, p. 686, Ex. 4</p> <p><b>Lessons:</b> Chapter 6, 7</p> <p><b>Lessons:</b> Lesson 2-5, pp. 86–89, Ex. 27–31; Lesson 2-6, pp. 90–93, Ex. 29–30; Lesson 2-7, pp. 94–97, Ex. 23–27; Lesson 2-8, pp. 98–99, Ex. 11; Lesson 2-9, pp. 100–103, Ex. 20–22, 24, 37; Lesson 2-14, pp. 120–121, Ex. 1–2, 5; Lesson 3-5, pp. 156–157, Ex. 3, 5–6; Lesson 3-12, pp. 180–181, Ex. 3, 5–6; Lesson 4-1, pp. 204–205, Ex. 18–19; Lesson 4-2, pp. 206–209, Ex. 19–22; Lesson 4-5, pp. 218–219, Ex. 17–18; Lesson 4-9, pp. 228–229, Ex. 3, 7; Lesson 5-1, pp. 249–250, Ex. 29; Lesson 5-2, pp. 252–255, Ex. 27–29; Lesson 5-4, pp. 258–259, Ex. 15–17; Lesson 5-6, pp. 266–269, Ex. 32–34; Lesson 5-7, pp. 270–271, Ex. 15–16; Lesson 5-10, pp. 278–279, Ex. 2, 4–6; Lesson 5-11, pp. 280–281, Ex. 1–4; Lesson 9-15, pp. 520–521, Ex. 1, 3, 5; Lesson 11-17, pp. 676–677, Ex. 1; Lesson 12-9, p. 724–725, Ex. 3, 8</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 128, Ex. 3, 13; More Practice, pp. 137–138, Set 2-4, Ex. 13, Set 2-5, Ex. 17, Set 2-6, Ex. 17, Set 2-7, Ex. 13, Set 2-9, Ex. 21–22; Diagnosing Readiness, p. 141, Ex. 17–18; Diagnostic Checkpoint, p. 159, Ex. 27–28; Lesson 3-6, p. 162, Ex. 18, 25; Diagnostic Checkpoint, p. 185, Ex. 20; Key</p>	
		<p><b>PO 14. Solve problems involving fractions or decimals (including money) in contextual situations.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p>		

			<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>Vocabulary and Concept Review, p. 189, Ex. 4; Chapter Test, p. 191, Ex. 27, 30; More Practice, p. 201, Set 3-12, Ex. 2-3; Diagnosing Readiness, p. 203, Ex. 32-33; Diagnostic Checkpoint, p. 215, Ex. 1-2, 18; Discovery Channel, p. 223, Ex. 1-2; Lesson 4-7, p. 225, Ex. 22-23; Lesson 4-8, p. 227, Ex. 1, 3-10; Section B Review, p. 230, Ex. 17; Diagnostic Checkpoint, p. 231, Ex. 15-16; Key Vocabulary and Concept Review, p. 235, Ex. 4; Chapter Test, p. 237, Ex. 12-14; Cumulative Review and Test Prep, pp. 238-239, Ex. 3, 23; Reteaching, p. 242, Set 4-8, Ex. 1-2; More Practice, pp. 243-245, Set 4-1, Ex. 17, Set 4-2, Ex. 17, Set 4-4, Ex. 13, Set 4-5, Ex. 13, Set 4-6, Ex. 13-14, Set 4-8, Ex. 1, 3, 6; Diagnostic Checkpoint, p. 261, Ex. 23-24; Discovery Channel, p. 269, Ex. 1-2; Diagnostic Checkpoint, p. 273, Ex. 25-26; Lesson 5-8, p. 275, Ex. 20-21; Section C Review, p. 282, Ex. 17; Diagnostic Checkpoint, p. 283, Ex. 21; Chapter Test, pp. 288-289, Ex. 2, 5, 8, 11-12, 27; Cumulative Review and Test Prep, p. 290, Ex. 4; Reteaching, p. 294, Set 5-10, Ex. 1; More Practice, pp. 295-297, Set 5-1, Ex. 13, Set 5-2, Ex. 16, Set 5-4, Ex. 17, Set 5-6, Ex. 21, Set 5-7, Ex. 7, Set 5-9, Ex. 10, Set 5-10, Ex. 1; Diagnosing Readiness, pp. 298-299, Ex. 15, 24-25; Cumulative Review and Test Prep, p. 344, Ex. 8; Diagnosing Readiness, p. 353, Ex. 22-23, 32-33; Lesson 7-11, p. 388, Ex. 2; Cumulative Review and Test Prep, p. 398, Ex. 4; Lesson 8-4, p. 415, Ex. 2-4, 6-8; Section A Review, p. 416, Ex. 18; Lesson 8-10, p. 437, Ex. 8-9; Section B Review, p. 438, Ex. 25; Lesson 8-11, p. 443, Ex. 37; Lesson 8-12, p. 447, Ex. 25; Key Vocabulary and Concept Review, p. 457, Ex. 4; Cumulative Review and Test Prep, p. 460, Ex. 5; Reteaching, p. 463, Set 8-4, Ex. 2; More Practice, pp. 467-468, Set 8-4, Ex. 1-2, Set 8-10, Ex. 1-3; Cumulative Review and Test Prep, p. 531, Ex. 20; Lesson 10-1, p. 545, Ex. 46-47; Cumulative Review and Test Prep, p. 608, Ex. 1; Lesson 12-3, p. 707, Ex. 1; Section A Review, p. 708, Ex. 18; More Practice, p. 739, Set 12-3, Ex. 2</p>	
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		<p><b>PO 15. Simplify numerical expressions using the order of operations with grade-appropriate operations on number sets.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 1-8, pp. 24–27, Ex. 1–3, 8–22, 29, 32</p> <p><b>Additional Resources:</b> Lesson 1-9, p. 29, Ex. 22–24; Warm Up, p. 32, Ex. 2; Lesson 1-11, p. 35, Ex. 27–29, 34; Section B Review, p. 38, Ex. 1–4; Diagnostic Checkpoint, p. 39, Ex. 2–8, 24; Lesson 1-15, p. 51, Ex. 37; Key Vocabulary and Concept Review, p. 60, Ex. 2; Chapter Test, pp. 62–63, Ex. 7, 32; Reteaching, p. 67, Set 1-8, Ex. 1–4; More Practice, p. 71, Set 1-8, Ex. 1–9; Cumulative Review and Test Prep, p. 65, Ex. 20; Lesson 2-6, p. 93, Ex. 32–34; Lesson 2-9, p. 103, Ex. 36; Lesson 2-10, p. 109, Ex. 41; Lesson 2-13, p. 119, Ex. 22; Lesson 4-6, p. 223, Ex. 37–38; Cumulative Review and Test Prep, p. 239, Ex. 20; Diagnosing Readiness, p. 246, Ex. 7–12; Lesson 5-1, p. 251, Ex. 31, 37; Lesson 5-2, p. 254, Ex. 35; Cumulative Review and Test Prep, p. 344, Ex. 1; Diagnosing Readiness, pp. 406–407, Ex. 6, 10, 21, 23–24; Lesson 9-10, p. 509, Ex. 15; Warm Up, p. 594, Ex. 1–3; Cumulative Review and Test Prep, p. 609, Ex. 21; Lesson 11-12, p. 663, Ex. 17; Cumulative Review and Test Prep, p. 734, Ex. 3</p>	
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<p><b>November</b></p>	<p><b>Strand 1: Number Sense &amp; Operation</b> <b>Concept 3: Estimation</b></p>	<p>PO 1. Solve grade-level appropriate problems using estimation.</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 2, 3 (Rounding &amp; Decimals)</p> <p><b>Lessons:</b> Lesson 1-5, pp. 16–17, Ex. 1–24; Lesson 1-6, pp. 18–19, Ex. 1–22, 25; Lesson 1-17, p. 55, Ex. 6; Lesson 2-4, pp. 82–83, Ex. 1–25; Lesson 4-4, pp. 216–217, Ex. 6–11, 17–24, 29; Lesson 4-8, pp. 227–228, Ex. 2, 4–5, 8–10; Lesson 5-3, pp. 256–257, Ex. 1–17</p> <p><b>Additional Resources:</b> Diagnosing Readiness, p. 3, Ex. 27–33, 35; Section A Review, p. 22, Ex. 11–14; Diagnostic Checkpoint, p. 23, Ex. 16–19, 22–23; Lesson 1-14, p. 47, Ex. 38; Chapter Test, pp. 62–63, Ex. 5–6, 19–23; Cumulative Review and Test Prep, p. 64, Ex. 1; Ex. 2; Reteaching, p. 67, Set 1-5, Ex. 1–7, Set 1-6, Ex. 1–6; More Practice, p. 71, Set 1-5, Ex. 1–8, Set 1-6, Ex. 1–13; Diagnosing Readiness, p. 75, Ex. 11–24; Warm Up, p. 82, Ex. 1–3; Section A Review, p. 84, Ex. 17–24; Diagnostic Checkpoint, p. 85, Ex. 18–25, 27; Warm Up, p. 86, Ex. 1–4; Lesson 2-5, pp. 88–89, Ex. 31, 40–42; Warm Up, p. 90, Ex. 1–3; Talk About It, p. 91, Ex. 1; Warm Up, p. 94, Ex. 1–4; Lesson 2-12, p. 113, Ex. 27; Lesson 2-13, p. 119, Ex. 25; Chapter Test, pp. 128–129, Ex. 7, 9–10, 19–22; Cumulative Review and Test Prep, p. 130, Ex. 2; Reteaching, p. 132, Set 2-4, Ex. 1–6; More Practice, p. 137, Set 2-4, Ex. 1–13; Talk About It, p. 170, Ex. 2–3; Diagnosing Readiness, p. 203, Ex. 24–31; Warm Up, p. 216, Ex. 1–4; Lesson 4-5, p. 219, Ex. 22–25; Lesson 4-6, p. 223, Ex. 31–33; Section B Review, p. 230, Ex. 1–4; Diagnostic Checkpoint, p. 231, Ex. 3–6, 16; Key Vocabulary and Concept Review, p. 235, Ex. 4; Chapter Test, pp. 236–237, Ex. 3–4, 13, 15–16; Cumulative Review and Test Prep, p. 238, Ex. 2; Reteaching, p. 241, Set 4-4, Ex. 1–10; More Practice, p. 244, Set 4-4, Ex. 1–13; Lesson 5-1, p. 251, Ex. 33; Lesson 5-4, p. 259, Ex. 18–23; Section A Review, p. 260, Ex. 13–20; Diagnostic Checkpoint, p. 261, Ex. 13–16, 25; Talk About It, p. 270, Ex. 1; Chapter</p>	<p>AM</p>
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		<p>PO 2. Use estimation to verify the reasonableness of a calculation (e.g., Is <math>5/9 \times 3/7</math> more than 1?).</p> <p>PO 3. Round to estimate quantities in contextual situations (e.g., round up or round down).</p> <p>PO 4. Estimate and measure for</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>Test, pp. 288–289, Ex. 3, 17–18; Cumulative Review and Test Prep, p. 290, Ex. 2, 12; Reteaching, p. 292, Set 5-2, Ex. 1–8; More Practice, p. 295, Set 5-3, Ex. 1–13; Lesson 7-11, p. 389, Ex. 5; Lesson 8-5, p. 421, Ex. 34; Talk About It, p. 565, Ex. 1–2; Lesson 10-10, p. 574, Ex. 26; Lesson 10-17, pp. 598–599, Ex. 2, 6</p> <p><b>Lessons:</b> Chapter 2, 3 (Rounding &amp; Decimals)</p> <p><b>Lessons:</b> Lesson 1-16, pp. 52–53, Ex. 4, 8–10; Lesson 5-11, pp. 280–281, Ex. 7</p> <p><b>Additional Resources:</b> Reteaching, p. 56, Ex. 14; Diagnostic Checkpoint, p. 57, Ex. 24; Key Vocabulary and Concept Review, p. 61, Ex. 4; Reteaching, p. 69, Set 1-16, Ex. 1; More Practice, p. 73, Set 1-16, Ex. 3; Lesson 2-1, p. 77, Ex. 19</p> <p><b>Lessons:</b> Chapter 2, 3 (Rounding &amp; Decimals)</p> <p><b>Lessons:</b> Lesson 1-5, pp. 16–17, Ex. 21–23; Lesson 1-6, pp. 18–19, Ex. 19–21; Lesson 2-4, pp. 82–83, Ex. 23–26; Lesson 4-4, pp. 216–217, Ex. 23; Lesson 5-3, pp. 256–257, Ex. 15–16</p> <p><b>Additional Resources:</b> Lesson 1-4, p. 15, Ex. 21–23; Diagnostic Checkpoint, p. 23, Ex. 22; More Practice, p. 71, Set 1-5, Ex. 8, Set 1-6, Ex. 13; Chapter Test, p. 128, Ex. 9–10; More Practice, p. 137, Set 2-4, Ex. 13; More Practice, p. 244, Set 4-4, Ex. 13; More Practice, p. 295, Set 5-3, Ex. 13</p> <p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b></p>	
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		<p>the area and perimeter of polygons using a grid.</p> <p>PO 5. Verify the reasonableness of estimates made from calculator results within a contextual situation.</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>Diagnosing Readiness, p. 541, Ex. 22–23; Lesson 10-7, p. 566, Ex. 4–6, 14–16; Lesson 10-8, p. 568; Cumulative Review and Test Prep, p. 734, Ex. 2</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 2-9, pp. 102, Ex. 27, 30</p>	
<b>December</b>	<b>Strand 1: Number Sense &amp; Operation Concept 3: Estimation</b>	<p>PO 1. Solve grade-level appropriate problems using estimation.</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 2, 3 (Rounding &amp; Decimals)</p> <p><b>Lessons:</b> Lesson 1-5, pp. 16–17, Ex. 1–24; Lesson 1-6, pp. 18–19, Ex. 1–22, 25; Lesson 1-17, p. 55, Ex. 6; Lesson 2-4, pp. 82–83, Ex. 1–25; Lesson 4-4, pp. 216–217, Ex. 6–11, 17–24, 29; Lesson 4-8, pp. 227–228, Ex. 2, 4–5, 8–10; Lesson 5-3, pp. 256–257, Ex. 1–17</p> <p><b>Additional Resources:</b> Diagnosing Readiness, p. 3, Ex. 27–33, 35; Section A Review, p. 22, Ex. 11–14; Diagnostic Checkpoint, p. 23, Ex. 16–19, 22–23; Lesson 1-14, p. 47, Ex. 38; Chapter Test, pp. 62–63, Ex. 5–6, 19–23; Cumulative Review and Test Prep, p. 64, Ex. 1; Ex. 2; Reteaching, p. 67, Set 1-5, Ex. 1–7, Set 1-6, Ex. 1–6; More Practice, p. 71, Set 1-5, Ex. 1–8, Set 1-6, Ex. 1–13; Diagnosing Readiness, p. 75, Ex. 11–24; Warm Up, p. 82, Ex. 1–3; Section A Review, p. 84, Ex. 17–24; Diagnostic Checkpoint, p. 85, Ex. 18–25, 27; Warm Up, p. 86, Ex. 1–4; Lesson 2-5, pp. 88–89, Ex. 31, 40–42; Warm Up,</p>	AM

		<p>PO 2. Use estimation to verify the reasonableness of a calculation (e.g., Is <math>5/9 \times 3/7</math> more than 1?).</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>p. 90, Ex. 1–3; Talk About It, p. 91, Ex. 1; Warm Up, p. 94, Ex. 1–4; Lesson 2-12, p. 113, Ex. 27; Lesson 2-13, p. 119, Ex. 25; Chapter Test, pp. 128–129, Ex. 7, 9–10, 19–22; Cumulative Review and Test Prep, p. 130, Ex. 2; Reteaching, p. 132, Set 2-4, Ex. 1–6; More Practice, p. 137, Set 2-4, Ex. 1–13; Talk About It, p. 170, Ex. 2–3; Diagnosing Readiness, p. 203, Ex. 24–31; Warm Up, p. 216, Ex. 1–4; Lesson 4-5, p. 219, Ex. 22–25; Lesson 4-6, p. 223, Ex. 31–33; Section B Review, p. 230, Ex. 1–4; Diagnostic Checkpoint, p. 231, Ex. 3–6, 16; Key Vocabulary and Concept Review, p. 235, Ex. 4; Chapter Test, pp. 236–237, Ex. 3–4, 13, 15–16; Cumulative Review and Test Prep, p. 238, Ex. 2; Reteaching, p. 241, Set 4-4, Ex. 1–10; More Practice, p. 244, Set 4-4, Ex. 1–13; Lesson 5-1, p. 251, Ex. 33; Lesson 5-4, p. 259, Ex. 18–23; Section A Review, p. 260, Ex. 13–20; Diagnostic Checkpoint,</p> <p>p. 261, Ex. 13–16, 25; Talk About It, p. 270, Ex. 1; Chapter Test, pp. 288–289, Ex. 3, 17–18; Cumulative Review and Test Prep, p. 290, Ex. 2, 12; Reteaching, p. 292, Set 5-2, Ex. 1–8; More Practice, p. 295, Set 5–3, Ex. 1–13; Lesson 7-11, p. 389, Ex. 5; Lesson 8-5, p. 421, Ex. 34; Talk About It, p. 565, Ex. 1–2; Lesson 10-10, p. 574, Ex. 26; Lesson 10-17, pp. 598–599, Ex. 2, 6</p> <p><b>Lessons:</b> Chapter 2, 3 (Rounding &amp; Decimals)</p> <p><b>Lessons:</b> Lesson 1-16, pp. 52–53, Ex. 4, 8–10; Lesson 5-11, pp. 280–281, Ex. 7</p> <p><b>Additional Resources:</b> Reteaching, p. 56, Ex. 14; Diagnostic Checkpoint, p. 57, Ex. 24; Key Vocabulary and Concept Review, p. 61, Ex. 4; Reteaching, p. 69, Set 1-16, Ex. 1; More Practice, p. 73, Set 1-16, Ex. 3; Lesson 2-1, p. 77, Ex. 19</p>	
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		<p>PO 3. Round to estimate quantities in contextual situations (e.g., round up or round down).</p> <p>PO 4. Estimate and measure for the area and perimeter of polygons using a grid.</p> <p>PO 5. Verify the reasonableness of estimates made from calculator results within a contextual situation.</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 2, 3 (Rounding &amp; Decimals)</p> <p><b>Lessons:</b> Lesson 1-5, pp. 16–17, Ex. 21–23; Lesson 1-6, pp. 18–19, Ex. 19–21; Lesson 2-4, pp. 82–83, Ex. 23–26; Lesson 4-4, pp. 216–217, Ex. 23; Lesson 5-3, pp. 256–257, Ex. 15–16</p> <p><b>Additional Resources:</b> Lesson 1-4, p. 15, Ex. 21–23; Diagnostic Checkpoint, p. 23, Ex. 22; More Practice, p. 71, Set 1-5, Ex. 8, Set 1-6, Ex. 13; Chapter Test, p. 128, Ex. 9–10; More Practice, p. 137, Set 2-4, Ex. 13; More Practice, p. 244, Set 4-4, Ex. 13; More Practice, p. 295, Set 5-3, Ex. 13</p> <p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Diagnosing Readiness, p. 541, Ex. 22–23; Lesson 10-7, p. 566, Ex. 4–6, 14–16; Lesson 10-8, p. 568; Cumulative Review and Test Prep, p. 734, Ex. 2</p> <p><b>Lessons:</b> Chapter 2,</p> <p><b>Lessons:</b> Lesson 2-9, pp. 102, Ex. 27, 30</p>	
<b>January</b>	<b>Strand 3: Patterns, Algebra, &amp; Functions Concept 1: Patterns</b>	PO 1. Communicate a grade-level appropriate recursive pattern, using symbols or numbers.	Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)	<p><b>Lessons:</b> Teach Vocabulary (2, 9) Teach T Chart</p>	AM

		<p>PO 2. Extend a grade-level appropriate iterative pattern.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002</p>	<p><b>Lessons:</b> Lesson 4-3, pp. 212–213, Ex. 1–2, 4–9, 12–13</p> <p><b>Additional Resources:</b> Enrichment, p. 51, Ex. 1–3; Lesson 3-5, p. 157, Ex. 1–2; Learning with Technology, p. 163, Ex. 1; More Practice, p. 199, Set 3-5, Ex. 1–2; Reading For Math Success, pp. 210–211, Ex. 7–13; Section A Review, p. 214, Ex. 17–18; Diagnostic Checkpoint, p. 215, Ex. 15–17; Lesson 4-4, p. 217, Ex. 30 Chapter Test, pp. 236–237, Ex. 11, 22; Cumulative Review and Test Prep, p. 239, Ex. 22; More Practice, p. 243, Set 4-3, Ex. 2; Cumulative Review and Test Prep, p. 399, Ex. 25; More Practice, p. 539, Set 9-12, Ex. 2</p> <p><b>Lessons:</b> Teach Vocabulary (2, 9) Teach T Chart</p> <p><b>Lessons:</b> Lesson 3-2, p. 148, Ex. 32; Reading for Math Success, p. 211, Ex. 1, 5; Lesson 4-3, p. 213, Ex. 10; Lesson 4-6, p. 223, Ex. 29–30</p> <p><b>Additional Resources:</b> Key Vocabulary and Concept Review, p. 234, Ex. 2; Reteaching, p. 240, Set 4-3, Ex. 1–2; Cumulative Review and Test Prep, p. 399, Ex. 24; More Practice, p. 243, Ex. 1, 3–4</p> <p><b>Lessons:</b> Teach Vocabulary (2, 9) Teach T Chart</p> <p><b>Lessons:</b></p>	
		<p>PO 3. Solve grade-level</p>	<p>Addison Wesley Middle School Math Course 1 ©2002</p>	<p><b>Lessons:</b></p>	

	<p><b>Strand 3: Patterns, Algebra, &amp; Functions</b> <b>Concept 2: Functions and Relationships</b></p>	<p>appropriate iterative pattern problems.</p> <p>PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).</p>	<p>(West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>Lesson 3-5, pp. 156–156, Ex. 4–5</p> <p><b>Additional Resources:</b> Lesson 3-2, p. 148, Ex. 31, 33; Diagnostic Checkpoint, p. 159, Ex. 27–28; Key Vocabulary and Concept Review, p. 189, Ex. 4; Chapter Test, p. 191, Ex. 27; Cumulative Review and Test Prep, p. 193, Ex. 23; Reteaching, p. 195, Set 3-5, Ex. 1; Reading for Math Success, p. 211, Ex. 2–4; Lesson 4-3, p. 213, Ex. 3; Lesson 4-6, p. 223, Ex. 29–30; More Practice, p. 243, Set 4-3, Ex. 5; Lesson 9-12, p. 513, Ex. 4; More Practice, p. 539, Set 9-12, Ex. 2</p> <p><b>Lessons:</b> Chapter 2, 9 (9-7)</p> <p><b>Lessons:</b> Lesson 8-12, p. 447, 16–18; Lesson 8-13, p. 449, Ex. 21</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 131, Ex. 24; Cumulative Review and Test Prep, p. 193, Ex. 22; Cumulative Review and Test Prep, p. 291, Ex. 30–32; Talk About It, p. 445, Ex. 6; Section C Review, p. 452, Ex. 8; Chapter Test, p. 459, Ex. 37</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 5-8, pp. 274–275, Ex. 4–6, 14–16</p> <p><b>Additional Resources:</b> Section C Review, p. 282, Ex. 5–8; Diagnostic Checkpoint, p. 283, Ex. 5–8; Chapter Test, p. 289, Ex. 22; More Practice, p. 297, Set 5-8, Ex. 5–10</p>	
	<p><b>Strand 3: Patterns, Algebra, &amp; Functions</b> <b>Concept 3: Algebraic Representations</b></p>	<p>PO 1. Evaluate expressions involving the four basic operations by substituting given fractions for the variable (e.g., <math>n+3</math>, when</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics</p>		

		<p><math>n = \frac{1}{2}</math>).</p> <p>PO 2. Use variables in contextual situations.</p>	<p>Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 1-13, pp. 40–43, Ex. 30–32, 35</p> <p><b>Additional Resources:</b> Chapter Test, p. 63, Ex. 33; More Practice, p. 73, Ex. 11–12; Lesson 4-3, p. 213, Ex. 5, 11; Cumulative Review and Test Prep, p. 239, Ex. 24; Cumulative Review and Test Prep, p. 399, Ex. 28; Cumulative Review and Test Prep, p. 461, Ex. 20; Lesson 12-4, p. 711, Ex. 1–2; Diagnostic Checkpoint, p. 727, Ex. 15; Chapter Test, p. 732, Ex. 5; More Practice, p. 740, Set 12-4, Ex. 1–4, 9–10; Cumulative Review and Test Prep, p. 735, Ex. 18</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 1-13, pp. 40–43, Ex. 1–3, 8–16, 33–34; Lesson 5-8, pp. 274–275, Ex.</p>	
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		<p>PO 3. Translate a written phrase to an algebraic expression (e.g., The quotient of <math>m</math> and 5 is <math>\frac{m}{5}</math> or <math>m \div 5</math>).</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>1-3, 8-13</p> <p><b>Additional Resources:</b>  Warm Up, p. 40, Ex. 1-2; Lesson 1-14, p. 47, Ex. 32-33; Section C Review, p. 56, Ex. 1-2; Diagnostic Checkpoint, p. 57, Ex. 3-4; Chapter Test, p. 62, Ex. 9; Cumulative Review and Test Prep, p. 65, Ex. 23; Reteaching, p. 69, Set 1-13, Ex. 1-2; More Practice, p. 73, Ex. 1-6; Lesson 2-3, p. 81, Ex. 29; Cumulative Review and Test Prep, p. 131, Ex. 22; Lesson 5-9, p. 227, Ex. 18-19; Section C Review, p. 282,</p> <p>Ex. 1-4; Diagnostic Checkpoint, p. 283, Ex. 3-4; Chapter Test, pp. 288-289, Ex. 9, 21; Cumulative Review and Test Prep, pp. 290-291, Ex. 20, 29; Reteaching, p. 294, Set 5-8, Ex. 1-2; More Practice, p. 297, Set 5-8, Ex. 1-4; Cumulative Review and Test Prep, p. 399, Ex. 23; Cumulative Review and Test Prep, p. 345, Ex. 27; Lesson 8-8, p. 429, Ex. 31; Lesson 9-2, p. 479, Ex. 30; Lesson 10-7, p. 567, Ex. 29; Lesson 11-14, p. 671, Ex. 24; Warm Up, p. 712, Ex. 1-2; Lesson 12-4, pp. 711, Ex. 5-10; Lesson 12-5, p. 715, Ex. 29-30; Section B Review, p. 726, Ex. 1-2; Diagnostic Checkpoint, p. 727, Ex. 1; Cumulative Review and Test Prep, p. 735, Ex. 21; Reteaching, p. 737, Set 12-4, Ex. 1-3; More Practice, p. 740, Set 12-4, Ex. 5-8</p> <p><b>Lessons:</b>  Chapter 2</p> <p><b>Lessons:</b>  Lesson 1-13, pp. 40-43, Ex. 30-31; Lesson 5-8, pp. 274-275, Ex. 19; Lesson 12-4, pp. 710-711, Ex. 1-4, 11-12</p> <p><b>Additional Resources:</b>  More Practice, p. 73, Ex. 11-12; Cumulative Review and Test Prep, p. 193, Ex. 21; Cumulative Review and Test Prep, p. 239, Ex. 24; Cumulative Review and Test Prep, p. 291, Ex. 33-34; Cumulative Review and Test Prep, p. 399, Ex. 28; Lesson 8-8, p. 429, Ex. 32; Cumulative Review and Test Prep,</p>	
		<p>PO 4. Translate a phrase written in context into an algebraic expression (e.g., Write an expression</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics</p>		

		<p>to describe the situation: John has <math>x</math> pieces of candy and buys three more. <math>x + 3</math>).</p> <p>PO 5. Solve one-step equations with one variable represented by a letter or symbol, using inverse operations with whole numbers.</p>	<p>Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>p. 461, Ex. 20; Lesson 10-7, p. 567, Ex. 24; Cumulative Review, p. 609, Ex. 18; Diagnostic Checkpoint, p. 727, Ex. 15; Chapter Test, p. 732, Ex. 5; More Practice, p. 740, Set 12-4, Ex. 1-4, 9-10; Cumulative Review and Test Prep, p. 735, Ex. 18</p> <p><b>Lessons:</b> Chapter 2</p> <p><b>Lessons:</b> Lesson 1-15, pp. 48-51, Ex. 5-6, 8, 14, 16-17, 19, 21-25, 27, 29</p> <p><b>Additional Resources:</b> Section C Review, p. 56, Ex. 8-9, 11, 13; Diagnostic Checkpoint, p. 57, Ex. 13-15, 17-19, 25-26; Key Vocabulary and Concept Review, p. 61, Ex. 3; Chapter Test, p. 63, Ex. 26-28; Reteaching, p. 69, Set 1-15, Ex. 1-3; More Practice, p. 73, Set 1-15, Ex. 1-3, 5-7, 9-10; Diagnosing Readiness, p. 75, Ex. 25-27, 29-31, 33, 35-36; Lesson 2-1, p. 77, Ex. 20; Lesson 2-7, p. 97, Ex. 35; Warm Up, p. 112, Ex. 1-2, 4; Cumulative Review and Test Prep, p. 193, Ex. 20; Lesson 4-7, p. 225, Ex. 30, 32; Diagnosing Readiness, p. 247, Ex. 25-27, 30-32; Diagnosing Readiness, p. 299, Ex. 26-28, 30-31, 33; Lesson 6-1, p. 301, Ex. 14, 16; Warm Up, p. 328, Ex. 3; Diagnosing Readiness, p. 407, Ex. 28-31, 34-35; Diagnosing Readiness, p. 471, Ex. 23-26; Talk About It, p. 496, Ex. 1; Lesson 11-2, p. 627, Ex. 31; Cumulative Review and Test Prep, p. 687, Ex. 26; Diagnosing Readiness, p. 697, Ex. 21-23; Warm Up, p. 698, Ex. 2-3; Warm Up, p. 700, Ex. 1-3</p> <p><b>Lessons:</b> Chapter 1</p>	
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	<p><b>Strand 3: Patterns, Algebra, &amp; Functions</b>  <b>Concept 4: Analysis of Change</b></p>	<p>PO 1. Identify values on a given line graph or scatter plot (e.g., Given a line showing wages earned per hour, what is the wage at five hours?).</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b>  Lesson 6-2, p. 305, Ex. 40; Lesson 11-6, p. 640, Ex. 11–12; Discovery Channel, p. 645, Ex. 2; Reading For Math Success, p. 646, Ex. 1</p>	
<p><b>February</b></p>	<p><b>Strand 4: Geometry and Measurement</b>  <b>Concept 1: Geometric Properties</b></p>	<p>PO 1. <b>Classify polygons by their attributes (e.g., number of sides, length of sides, angles, parallelism, perpendicularity).</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b>  Chapter 8</p> <p><b>Lessons:</b>  Lesson 9-6, pp. 494–495, Ex. 1–5, 7–11, 22; Lesson 9-7, pp. 496–499, Ex. 1–12, 16–18; Lesson 9-8, pp. 500–501, Ex. 1–4, 10–13</p> <p><b>Additional Resources:</b>  Enrichment, p. 89, Ex. 1–3; Cumulative Review and Test Prep, p. 192, Ex. 9; Cumulative Review and Test Prep, p. 238, Ex. 11; Cumulative Review and Test Prep, p. 290, Ex. 15, 17–18; Cumulative Review and Test Prep, p. 344, Ex. 14; Cumulative Review and Test Prep, p. 460, Ex. 10; Lesson 9-9, p. 503, Ex. 18; Section B Review, p. 504, Ex. 1–9; Section B Diagnostic Checkpoint, p. 505, Ex. 1, 3–15; Lesson 9-12, p. 513, Ex. 1, 3; Lesson 9-13, p. 515, Ex. 16; Chapter Test, pp. 528–529, Ex. 6–7, 20–23, 28–29; Cumulative Review and Test Prep, p. 530, Ex. 13; Reteaching, p. 533, Set 9-6, Ex. 1–4, Set 9-7, Ex. 1–2, Set 9-8, Ex. 1–2; More Practice, pp. 537–538, Set 9-6, Ex. 1–5, Set 9-7, Ex. 1–3, Set 9-8, Ex. 1–4; Diagnosing Readiness, p. 541, Ex. 18–21, 24–27; Lesson 10-1, p. 545, Ex. 48; Lesson 10-3, p. 551, Ex. 22; Warm Up, p. 586, Ex. 1–2; Lesson 11-6, p. 641, Ex. 14; Lesson 12-5, p.</p>	<p>AM</p>

		<p><b>PO 2. Draw a geometric figure showing specified properties, such as parallelism and perpendicularity.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>715, Ex. 31</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 9-6, pp. 494–495, Ex. 12, 15–16; Lesson 9-7, pp. 496–499, Ex. 5, 11, 4–15, 19–20</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 64, Ex. 12; Lesson 9-8, p. 501, Ex. 19–21; Lesson 9-9, p. 503, Ex. 14–16; Lesson 9-10, p. 509, Ex. 14; Enrichment, p. 509; More Practice, pp. 537–538, Set 9-7, Ex. 4–5, Set 9-8, Ex. 7; Lesson 11-12, p. 663, Ex. 17</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 10-14, pp. 586–589, Ex. 1–6, 8–11</p> <p><b>Additional Resources:</b> Learning with Technology, p. 593, Ex. 1; Section C Review, p. 600, Ex. 1–4; Diagnostic Checkpoint, p. 601, Ex. 3–5, 12; Chapter Test, p. 606, Ex. 9; Reteaching, p. 613, Set 10-14, Ex. 1–2; More Practice, p. 617, Set 10-14, Ex. 1–4</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 10-14, pp. 586–589, Ex. 1–3, 7–10, 14, 17</p>	
		<p><b>PO 3. Classify prisms, pyramids, cones, and cylinders by base shape and lateral surface shape.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>715, Ex. 31</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 9-6, pp. 494–495, Ex. 12, 15–16; Lesson 9-7, pp. 496–499, Ex. 5, 11, 4–15, 19–20</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 64, Ex. 12; Lesson 9-8, p. 501, Ex. 19–21; Lesson 9-9, p. 503, Ex. 14–16; Lesson 9-10, p. 509, Ex. 14; Enrichment, p. 509; More Practice, pp. 537–538, Set 9-7, Ex. 4–5, Set 9-8, Ex. 7; Lesson 11-12, p. 663, Ex. 17</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 10-14, pp. 586–589, Ex. 1–6, 8–11</p> <p><b>Additional Resources:</b> Learning with Technology, p. 593, Ex. 1; Section C Review, p. 600, Ex. 1–4; Diagnostic Checkpoint, p. 601, Ex. 3–5, 12; Chapter Test, p. 606, Ex. 9; Reteaching, p. 613, Set 10-14, Ex. 1–2; More Practice, p. 617, Set 10-14, Ex. 1–4</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 10-14, pp. 586–589, Ex. 1–3, 7–10, 14, 17</p>	
		<p><b>PO 4. Classify 3-dimensional figures by their attributes.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p>	<p>715, Ex. 31</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 9-6, pp. 494–495, Ex. 12, 15–16; Lesson 9-7, pp. 496–499, Ex. 5, 11, 4–15, 19–20</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 64, Ex. 12; Lesson 9-8, p. 501, Ex. 19–21; Lesson 9-9, p. 503, Ex. 14–16; Lesson 9-10, p. 509, Ex. 14; Enrichment, p. 509; More Practice, pp. 537–538, Set 9-7, Ex. 4–5, Set 9-8, Ex. 7; Lesson 11-12, p. 663, Ex. 17</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 10-14, pp. 586–589, Ex. 1–6, 8–11</p> <p><b>Additional Resources:</b> Learning with Technology, p. 593, Ex. 1; Section C Review, p. 600, Ex. 1–4; Diagnostic Checkpoint, p. 601, Ex. 3–5, 12; Chapter Test, p. 606, Ex. 9; Reteaching, p. 613, Set 10-14, Ex. 1–2; More Practice, p. 617, Set 10-14, Ex. 1–4</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 10-14, pp. 586–589, Ex. 1–3, 7–10, 14, 17</p>	

		<p><b>PO 5. Compare attributes of 2-dimensional figures with 3-dimensional figures.</b></p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Additional Resources:</b> Diagnosing Readiness, p. 541, Ex. 32; Enrichment, p. 589, Ex. 1; Lesson 10-15, p. 593, Ex. 18; Learning with Technology, p. 593, Ex. 1; Section C Review, p. 600, Ex. 1–2; Diagnostic Checkpoint, p. 601, Ex. 2–5, 15; Chapter Test, p. 606, Ex. 3; Reteaching, p. 613, Set 10-14, Ex. 1–2; More Practice, p. 617, Set 10-14, Ex. 1–3; Lesson 11-6, p. 641, Ex. 14; Lesson 12-5, p. 715, Ex. 31 Cumulative Review and Test Prep, p. 734, Ex. 12; Reteaching, p. 613, Set 10-14, Ex. 1–2; More Practice, p. 617, Set 10-14, Ex. 1–3</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 10-14, pp. 586–587; Diagnostic Checkpoint, p. 601, Ex. 15</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 9-7, pp. 496–499, Ex. 5, 11, 14–15, 19</p> <p><b>Additional Resources:</b> More Practice, p. 537, Set 9-7, Ex. 4–5</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 9-3, pp. 480–483, Ex. 2–3, 10–11, 31, 33</p> <p><b>Additional Resources:</b> Lesson 9-4, p. 487, Ex. 20; Section A Review, p. 492, Ex. 6; Diagnostic</p>	
		<p><b>PO 6. Draw triangles with appropriate labels.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Lesson 9-7, pp. 496–499, Ex. 5, 11, 14–15, 19</p> <p><b>Additional Resources:</b> More Practice, p. 537, Set 9-7, Ex. 4–5</p> <p><b>Lessons:</b> Chapter 8</p> <p><b>Lessons:</b> Lesson 9-3, pp. 480–483, Ex. 2–3, 10–11, 31, 33</p> <p><b>Additional Resources:</b> Lesson 9-4, p. 487, Ex. 20; Section A Review, p. 492, Ex. 6; Diagnostic</p>	
		<p><b>PO 7. Identify supplementary or complementary</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002</p>	<p><b>Lessons:</b> Lesson 9-3, pp. 480–483, Ex. 2–3, 10–11, 31, 33</p> <p><b>Additional Resources:</b> Lesson 9-4, p. 487, Ex. 20; Section A Review, p. 492, Ex. 6; Diagnostic</p>	

		<b>angles.</b>	(West Sedona)  Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)	Checkpoint, p. 493, Ex. 17–18; Warm Up, p. 502, Ex. 1; Reteaching, p. 532, Set 9-3, Ex. 2; More Practice, p. 536, Set 9-3, Ex. 2–3; Cumulative Review and Test Prep, p. 686, Ex. 18	
<b>March</b>	<b>Strand 4: Geometry and Measurement Concept 1: Geometric Properties</b>	<b>PO 8. Identify the diameter, radius, and circumference of a circle or sphere.</b>  <b>PO 9. Draw a 2-dimensional shape with a given number of lines of symmetry.</b>	Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)  Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)  Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)  Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)	<b>Lessons:</b> Chapter 4 (4-7, 4-8)  <b>Lessons:</b> Lesson 9-9, pp. 502–503, Ex. 2, 5, 7, 9, 11  <b>Additional Resources:</b> Section B Review, p. 504, Ex. 12; Diagnostic Checkpoint, p. 505, Ex. 19; Reteaching, p. 534, Ex. 1–2, 4; More Practice, p. 538, Ex. 1, 4–5  <b>Lessons:</b> Chapter 4 (4-7, 4-8)  <b>Lessons:</b> Lesson 9-13, p. 515, Ex. 15; Lesson 9-14, p. 519, Ex. 21  <b>Lessons:</b>	AM

	<p><b>Strand 4: Geometry and Measurement</b>  <b>Concept 2:</b>  <b>Transformation of Shapes</b></p>	<p><b>PO 1. Identify reflections and translations using pictures.</b></p>	<p>Addison Wesley  Middle School Math  Course 1 ©2002  (West Sedona)</p> <p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (Big Park)</p>	<p>Chapter 8</p> <p><b>Lessons:</b>  Lesson 9-11, pp. 510–511, Ex. 1–3, 7, 9–11</p> <p><b>Additional Resources:</b>  Section C Review, p. 522, Ex. 3;  Diagnostic Checkpoint, p. 523, Ex. 4–6; Chapter Test, p. 529, Ex. 25;  Reteaching, p. 534, Set 9-11, Ex. 1–2;  More Practice, p. 539, Set 9-11, Ex. 2–3</p> <p><b>Lessons:</b>  Chapter 8</p>	
		<p><b>PO 2. Perform elementary transformations to create a tessellation.</b></p>	<p>Addison Wesley  Middle School Math  Course 1 ©2002  (West Sedona)</p> <p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (Big Park)</p>	<p><b>Lessons:</b>  Lesson 9-14, pp. 516–519, Ex. 1–4, 6–7, 9–12, 15</p> <p><b>Additional Resources:</b>  Learning with Technology, p. 519, Ex. 1; Reteaching, p. 535, Set 9-14, Ex. 1–3; More Practice, p. 539, Set 9-14, Ex. 1–3, 5</p> <p><b>Lessons:</b>  Chapter 9 (9-5, 9-6)</p>	
	<p><b>Strand 4: Geometry and Measurement</b>  <b>Concept 3:</b>  <b>Coordinate Geometry</b></p>	<p><b>PO 1. Graph a polygon in the first quadrant using ordered pairs.</b></p>	<p>Addison Wesley  Middle School Math  Course 1 ©2002  (West Sedona)</p> <p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (Big Park)</p>	<p><b>Lessons:</b>  Lesson 9-11, p. 511, Ex. 11; Lesson 9-12, p. 513, Ex. 2; Warm Up, p. 514, Ex. 1; Warm Up, p. 516, Ex. 1; More Practice, p. 539, Set 9-11, Ex. 5</p> <p><b>Lessons:</b>  Chapter 9 (9-5, 9-6)</p>	

	<p><b>Strand 4: Geometry and Measurement</b>  <b>Concept 4: Measurement</b>  - Units of Measure  - Geometric Objects</p>	<p><b>PO 2.</b> State the missing coordinate of a given figure in the first quadrant of a coordinate grid using geometric properties (e.g., Find the coordinates of the missing vertex of a rectangle when two adjacent sides are drawn.).</p> <p><b>PO 1.</b> Determine the appropriate measure of accuracy within a system for a given contextual situation (e.g., Would you measure the length of your bedroom wall using inches or feet?).</p> <p><b>PO 2.</b> Determine the appropriate tool needed to measure to the needed accuracy.</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b>  More Practice, p. 539, Set 9-11, Ex. 5</p> <p><b>Lessons:</b>  Chapter 4</p> <p><b>Lessons:</b>  Lesson 10-2, pp. 546–549, Ex. 1–3, 13–15</p> <p><b>Additional Resources:</b>  Cumulative Review and Test Prep, p. 64, Ex. 13; Cumulative Review and Test Prep, p. 238, Ex. 13; Diagnosing Readiness, p. 540, Ex. 6–16; Lesson 10-3, p. 551, Ex. 13; More Practice, p. 614, Ex. 1–4</p> <p><b>Lessons:</b>  Chapter 4</p> <p><b>Lessons:</b>  Lesson 10-3, p. 550</p> <p><b>Lessons:</b>  Chapter 4</p> <p><b>Lessons:</b>  Lesson 10-3, pp. 550–551, Ex. 1–5, 7–11</p> <p><b>Additional Resources:</b></p>	
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		<p><b>PO 3. Determine a linear measurement to the appropriate degree of accuracy.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>Cumulative Review and Test Prep, p. 238, Ex. 13; Section A Review, p. 562, Ex. 5–6; Diagnostic Checkpoint, p. 563, Ex. 2; Reteaching, p. 610, Set 10-3, Ex. 1–2; More Practice, p. 614, Set 10-3, Ex. 1–5</p> <p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 9-2, pp. 476–479, Ex. 1–4, 10–13, 19–23</p> <p><b>Additional Resources:</b> Warm Up, p. 480, Ex. 1–2; Section A Review, p. 492, Ex. 3–5; Diagnostic Checkpoint, p. 493, Ex. 7–11; Reteaching, p. 532, Set 9-2, Ex. 1–2; More Practice, p. 536, Set 9-2, Ex. 1–4</p> <p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 10-1, pp. 542–545, Ex. 1–26, 28–29, 31, 34; Lesson 10-2, pp. 546–549, Ex. 4–12, 16–31, 33–43; Lesson 12-9, pp. 724–725, Ex. 4</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 64, Ex. 10; Cumulative Review and Test Prep, p. 238, Ex. 10; Cumulative Review and Test Prep, p. 290, Ex. 14; Cumulative Review and Test Prep, p. 398, Ex. 12; Lesson 10-3, p. 551, Ex. 14–21; Warm Up, p. 552, Ex. 1–4; Section A Review, p. 562, Ex. 1–4; Diagnostic Checkpoint, p. 563, Ex. 3–10, 18; Lesson 10-8, p. 569, Ex. 10; Lesson 10-9, p. 571, Ex. 18; Lesson</p>	
		<p><b>PO 4. Measure angles using a protractor.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 10-1, pp. 542–545, Ex. 1–26, 28–29, 31, 34; Lesson 10-2, pp. 546–549, Ex. 4–12, 16–31, 33–43; Lesson 12-9, pp. 724–725, Ex. 4</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 64, Ex. 10; Cumulative Review and Test Prep, p. 238, Ex. 10; Cumulative Review and Test Prep, p. 290, Ex. 14; Cumulative Review and Test Prep, p. 398, Ex. 12; Lesson 10-3, p. 551, Ex. 14–21; Warm Up, p. 552, Ex. 1–4; Section A Review, p. 562, Ex. 1–4; Diagnostic Checkpoint, p. 563, Ex. 3–10, 18; Lesson 10-8, p. 569, Ex. 10; Lesson 10-9, p. 571, Ex. 18; Lesson</p>	
		<p><b>PO 5. Convert within a single measurement system (U.S. customary or metric) (e.g., How many ounces are equivalent to 2 pounds?).</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 10-1, pp. 542–545, Ex. 1–26, 28–29, 31, 34; Lesson 10-2, pp. 546–549, Ex. 4–12, 16–31, 33–43; Lesson 12-9, pp. 724–725, Ex. 4</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 64, Ex. 10; Cumulative Review and Test Prep, p. 238, Ex. 10; Cumulative Review and Test Prep, p. 290, Ex. 14; Cumulative Review and Test Prep, p. 398, Ex. 12; Lesson 10-3, p. 551, Ex. 14–21; Warm Up, p. 552, Ex. 1–4; Section A Review, p. 562, Ex. 1–4; Diagnostic Checkpoint, p. 563, Ex. 3–10, 18; Lesson 10-8, p. 569, Ex. 10; Lesson 10-9, p. 571, Ex. 18; Lesson</p>	

		<p><b>PO 6. Solve problems involving the perimeter of polygons.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p>10-10, p. 574, Ex. 25; Lesson 10-14, p. 589, Ex. 16, 19; Key Vocabulary and Concept Review, p. 604, Ex. 1; Chapter Test, pp. 606–607, Ex. 2, 7, 15–18; Reteaching, p. 610, Set 10-1, Ex. 1–5, Set 10-2, Ex. 1–5; More Practice,</p> <p>p. 614, Set 10-1, Ex. 1–12, Set 10-2, Ex. 1–17; Lesson 11-10, p. 657, Ex. 19; Lesson 11-11, p. 661, Ex. 16–18; Cumulative Review and Test Prep, p. 686, Ex. 11</p> <p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 10-7, pp. 564–567, Ex. 1–24, 27; Lesson 10-9, pp. 572–575, Ex. 5–8, 14–17</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 130, Ex. 9; Cumulative Review and Test Prep, p. 192, Ex. 8, 11; Cumulative Review and Test Prep, p. 290, Ex. 13, 19–20; Cumulative Review and Test Prep, p. 398, Ex. 11, 16; Diagnosing Readiness, p. 470, Ex. 14; Lesson 10-8, p. 569, Ex. 12–13; Warm Up, p. 570, Ex. 1–3; Lesson 10-10, p. 575, Ex. 32–33; Section B Review, p. 584, Ex. 1–3; Diagnostic Checkpoint, p. 585, Ex. 1–10; Chapter Test, pp. 606–607, Ex. 1, 11–13, 24; Reteaching, pp. 611–612, Set 10-7, Ex. 1–3, Set 10-9, Ex. 1–2; More Practice, pp. 615–616, Set 10-7, Ex. 1–6, Set 10-9, Ex. 5–8; Diagnosing Readiness, p. 697, Ex. 29; Cumulative Review and Test Prep, p. 734, Ex. 7</p> <p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 10-10, pp. 572–575, Ex. 2, 4–5, 7, 11–12, 15–16, 18, 21–23, 27</p>	
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		<p><b>PO 7. Determine the area of triangles.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 344, Ex. 15; Lesson 10-11, p. 579, Ex. 21, 23; Chapter Test, p. 607, Ex. 11; Reteaching, p. 612, Set 10-10, Ex. 2; More Practice, p. 616, Set 10-10, Ex. 2, 4</p> <p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 10-9, pp. 570–571, Ex. 18</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 238, Ex. 12; Diagnostic Checkpoint, p. 585, Ex. 1; Chapter Test, p. 606, Ex. 5; Cumulative Review and Test Prep, p. 608, Ex. 9</p> <p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 10-8, pp. 568–569, Ex. 1–10; Lesson 10-9, pp. 572–575, Ex. 1–4, 10–13, 18, 21–23; Lesson 10-10, pp. 572–575, Ex. 1, 3, 6, 8, 10, 13–14, 17, 19–20, 24, 30–31</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 130, Ex. 14; Cumulative Review and Test Prep, p. 290, Ex. 16; Warm Up, p. 572, Ex. 1–2; Enrichment, p. 575, Ex. 1–2; Lesson 10-11, p. 579, Ex. 22; Section B Review, p. 584, Ex. 1–2, 4–5; Diagnostic Checkpoint, p. 585, Ex. 3–7, 9; Warm Up, p. 590, Ex. 2; Key Vocabulary and Concept Review, p. 604, Ex. 2; Chapter Test, pp. 606–607, Ex. 5, 12–13, 24; Reteaching, pp. 611–612, Set 10-8, Ex. 1–3, Set 10-9, Ex. 3, Set 10-10, Ex. 1; More Practice, pp. 615–616, Set 10-8, Ex. 1–6, Set 10-9, Ex. 1–4, 9–10, Set 10-10, Ex. 1, 3; Lesson 12-7, p. 721, Ex. 27</p>	
		<p><b>PO 8. Distinguish between perimeter and area in contextual situation.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 10-8, pp. 568–569, Ex. 1–10; Lesson 10-9, pp. 572–575, Ex. 1–4, 10–13, 18, 21–23; Lesson 10-10, pp. 572–575, Ex. 1, 3, 6, 8, 10, 13–14, 17, 19–20, 24, 30–31</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 130, Ex. 14; Cumulative Review and Test Prep, p. 290, Ex. 16; Warm Up, p. 572, Ex. 1–2; Enrichment, p. 575, Ex. 1–2; Lesson 10-11, p. 579, Ex. 22; Section B Review, p. 584, Ex. 1–2, 4–5; Diagnostic Checkpoint, p. 585, Ex. 3–7, 9; Warm Up, p. 590, Ex. 2; Key Vocabulary and Concept Review, p. 604, Ex. 2; Chapter Test, pp. 606–607, Ex. 5, 12–13, 24; Reteaching, pp. 611–612, Set 10-8, Ex. 1–3, Set 10-9, Ex. 3, Set 10-10, Ex. 1; More Practice, pp. 615–616, Set 10-8, Ex. 1–6, Set 10-9, Ex. 1–4, 9–10, Set 10-10, Ex. 1, 3; Lesson 12-7, p. 721, Ex. 27</p>	
		<p><b>PO 9. Solve problems for the areas of parallelograms (includes rectangles).</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 10-8, pp. 568–569, Ex. 1–10; Lesson 10-9, pp. 572–575, Ex. 1–4, 10–13, 18, 21–23; Lesson 10-10, pp. 572–575, Ex. 1, 3, 6, 8, 10, 13–14, 17, 19–20, 24, 30–31</p> <p><b>Additional Resources:</b> Cumulative Review and Test Prep, p. 130, Ex. 14; Cumulative Review and Test Prep, p. 290, Ex. 16; Warm Up, p. 572, Ex. 1–2; Enrichment, p. 575, Ex. 1–2; Lesson 10-11, p. 579, Ex. 22; Section B Review, p. 584, Ex. 1–2, 4–5; Diagnostic Checkpoint, p. 585, Ex. 3–7, 9; Warm Up, p. 590, Ex. 2; Key Vocabulary and Concept Review, p. 604, Ex. 2; Chapter Test, pp. 606–607, Ex. 5, 12–13, 24; Reteaching, pp. 611–612, Set 10-8, Ex. 1–3, Set 10-9, Ex. 3, Set 10-10, Ex. 1; More Practice, pp. 615–616, Set 10-8, Ex. 1–6, Set 10-9, Ex. 1–4, 9–10, Set 10-10, Ex. 1, 3; Lesson 12-7, p. 721, Ex. 27</p>	

		<p><b>PO 10. Identify parallelograms having the same perimeter or area.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 6-10, pp. 330–333, Ex. 3, 5, 7–9, 11</p> <p><b>Additional Resources:</b> Section B Review, p. 336, Ex. 4–5; Diagnostic Checkpoint, p. 337, Ex. 5–6; Chapter Test, pp. 342–343, Ex. 11, 27; Reteaching, p. 348, Set 6-10, Ex. 1–2; More Practice, p. 351, Set 6-10, Ex. 1, 4–5; Lesson 7-1, p. 357, Ex. 21; Cumulative Review and Test Prep, p. 460, Ex. 9; Cumulative Review and Test Prep, p. 687, Ex. 33; Cumulative Review and Test Prep, p. 734, Ex. 11</p> <p><b>Lessons:</b> Chapter 4</p> <p><b>Lessons:</b> Lesson 6-10, pp. 330–333, Ex. 3, 5, 7–9, 11</p> <p><b>Additional Resources:</b> Section B Review, p. 336, Ex. 4–5; Diagnostic Checkpoint, p. 337, Ex. 5–6; Chapter Test, pp. 342–343, Ex. 11, 27; Reteaching, p. 348, Set 6-10, Ex. 1–2; More Practice, p. 351, Set 6-10, Ex. 1, 4–5; Lesson 7-1, p. 357, Ex. 21; Cumulative Review and Test Prep, p. 460, Ex. 9; Cumulative Review and Test Prep, p. 687, Ex. 33; Cumulative Review and Test Prep, p. 734, Ex. 11</p>	
		<p><b>PO 11. Determine the actual measure of objects using a scale drawing or map.</b></p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</p>		

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<b>April</b>	<b>Review For AIMS</b>		AIMS Sample Test Spectrum Math 6th grade (McGraw-Hill) (Big Park)		AM
<b>May</b>	<b>Strand 5: Structure and Logic Concept 1: Algorithms and Algorithmic Thinking</b>	<p>PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.</p> <p>PO 2. Analyze algorithms for computing with decimals.</p>	<p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p> <p>Addison Wesley Middle School Math Course 1 ©2002 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (Big Park)</p>	<p><b>Lessons:</b> Chapter 12</p> <p><b>Lessons:</b> Lesson 10-13, pp. 582–583, Ex. 1–2, 5</p> <p><b>Additional Resources:</b> Section B Review, p. 584, Ex. 9; More Practice, p. 617, Set 10-13, Ex. 1</p> <p><b>Lessons:</b> Chapter 12</p> <p><b>Lessons:</b> Lesson 2-5, pp. 86–89, Ex. 5, 26, 38; Lesson 2-6, pp. 90–93, Ex. 12, 27–28, 31; Lesson 2-7, pp. 94–97, Ex. 8, 21–22, 29; Lesson 2-9, pp. 100–103, Ex. 5, 18, 28–30</p> <p><b>Additional Resources:</b> Diagnostic Checkpoint, p. 105, Ex. 27–29; Chapter Test, p. 129, Ex. 27; Cumulative Review and Test Prep, p.</p>	AM

	<p><b>Strand 5: Structure and Logic</b>  <b>Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</b></p>	<p>PO 1. Solve a simple logic problem from given information (e.g., Which of three different people live in which of three different colored houses?).</p>	<p>Addison Wesley  Middle School Math  Course 1 ©2002  (West Sedona)</p> <p>Arizona Mathematics  Scott Foresman/  Addison Wesley ©2004  (Big Park)</p>	<p>130, Ex. 7; Talk About It, p. 173, Ex. 3; Cumulative Review and Test Prep, p. 398, Ex. 8</p> <p><b>Lessons:</b>  Chapter 12</p> <p><b>Lessons:</b>  Lesson 10-6, pp. 560–561, Ex. 1–5</p> <p><b>Additional Resources:</b>  Reading For Math Success, pp. 558–559, Ex. 1–4, 6–8; Section A Review, p. 562, Ex. 13; Diagnostic Checkpoint, p. 563, Ex. 17; Chapter Test, p. 607, Ex. 23; Reteaching, p. 611, Set 10-6, Ex. 1; More Practice, p. 615, Set 10-6, Ex. 1–2</p>	
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