

Curriculum Framework Statement

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<i>State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including basic arithmetic operations, number patterns, ratios and proportions.</i>	
CAS A. Relate counting, grouping, and place-value concepts to whole numbers and simple decimals.	
1. Count, read, write, and interpret whole numbers to 100,000 and identify the value of each digit.	TE: 16–19, 20, 32–33, 34–35 PE: 16–19, 20, 32–33, 34–35
2. Compare whole numbers, using the symbols (<, >, =).	TE: 20–21 PE: 20–21
3. Use and explain equivalent forms of the same number.	TE: 49, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 546–559, 574–581, 587–588 PE: 49, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 546–559, 574–581, 587–588
4. Read and write number words.	TE: 4–5, 18–19, 32–35 PE: 4–5, 18–19, 32–35
5. Devise situations that demonstrate understanding of simple decimals in the context of money.	TE: 13, 29, 54–55, 56–57, 58–60, 61, 62–63, 64–65, 77, 88–89, 92, 105–106, 108–109, 111, 116–117, 120–121, 143, 219, 231, 319, 325, 371, 373, 379, 403, 405, 409, 420–421, 447, 455, 497, 503, 506, 524–525, 526–527, 529, 553, 558–559, 579, 583 PE: 13, 29, 54–55, 56–57, 58–60, 61, 62–63, 64–65, 77, 88–89, 92, 105–106, 108–109, 111, 116–117, 120–121, 143, 219, 231, 319, 325, 371, 373, 379, 403, 405, 409, 420–421, 447, 455, 497, 503, 506, 524–525, 526–527, 529, 553, 558–559, 579, 583
6. Model the meaning of multiplication (repeated addition, counting by multiples, finding areas, counting elements in an array) and division (equal sharing, equal groups).	TE: 212–213, 214–217, 218–219, 220–221, 222–223, 228–229, 230–231, 234–235, 236–237, 256–257, 258–259, 260–261, 268–269, 270–271, 274–276, 352–353, 354–358, 359, 360, 362, 370, 374, 396–397, 402, 408, 410, 414, 416, 544–545, 546–547, 564–565, 566, 574 PE: 212–213, 214–217, 218–219, 220–221, 222–223, 228–229, 230–231, 234–235, 236–237, 256–257, 258–259, 260–261, 268–269, 270–271, 274–276, 352–353, 354–358, 359, 360, 362, 370, 374, 396–397, 402, 408, 410, 414, 416, 544–545, 546–547, 564–565, 566, 574

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7. Estimate, approximate, round or use exact numbers as appropriate.	TE: 6–7, 8–9, 10, 12–13, 43, 23–24, 25–26, 37, 60, 106, 110–111, 112–113, 134–135, 139, 149, 153, 160–163, 165, 168–171, 172–174, 176–177, 182–185, 186–187, 188–189, 190–191, 192–193, 194–195, 225, 239, 245, 269, 271, 319, 320–321, 332–333, 337, 358, 379, 400, 405, 421, 450, 491, 522, 527, 545, 571 PE: 6–7, 8–9, 10, 12–13, 43, 23–24, 25–26, 37, 60, 106, 110–111, 112–113, 134–135, 139, 149, 153, 160–163, 165, 168–171, 172–174, 176–177, 182–185, 186–187, 188–189, 190–191, 192–193, 194–195, 225, 239, 245, 269, 271, 319, 320–321, 332–333, 337, 358, 379, 400, 405, 421, 450, 491, 522, 527, 545, 571
CAS B. Add, subtract, multiply, and divide whole numbers and add and subtract simple decimals and fractions with accuracy, using a variety of appropriate strategies.	
1. Using place-value concepts, add and subtract numbers with more than 3 digits, regrouping when necessary.	TE: 116–117, 120–121, 124, 147, 150, 152 PE: 116–117, 120–121, 124, 147, 150, 152
2. Multiply and divide one- and two-digit numbers by factors/divisors of 6–10.	TE: 222–223, 258–259, 260–261, 268–269, 270–271, 360–361, 362–363, 368–369, 370–371, 374–375, 396–397, 398–400, 402–403, 408–409, 410–411, 414–415, 416–417, 424, 426, 428, 544–545 PE: 222–223, 258–259, 260–261, 268–269, 270–271, 360–361, 362–363, 368–369, 370–371, 374–375, 396–397, 398–400, 402–403, 408–409, 410–411, 414–415, 416–417, 424, 426, 428, 544–545
3. Add and subtract simple decimals in the context of dollars and cents with and without regrouping.	TE: 105–106, 108–109, 116–117, 120–121, 129–130, 132–133, 526–527 PE: 105–106, 108–109, 116–117, 120–121, 129–130, 132–133, 526–527
4. Identify and use the relationship between multiplication and division to develop strategies to multiply and divide and to solve problems (e.g., $5 \times 6 = 30$, $30 \div 6 = 5$, $30 \div 5 = 6$).	TE: 356–358, 360–363, 370, 374, 402, 408, 410, 414, 416, 568, 580 PE: 356–358, 360–363, 370, 374, 402, 408, 410, 414, 416, 568, 580
5. Add and subtract proper fractions having like denominators of 10 or less.	TE: 504–507 PE: 504–507
CAS C. Solve one- and two-step problems using addition, subtraction, multiplication, and/or division of whole numbers with a variety of appropriate strategies such as estimation, mental computation, paper and pencil, and calculators.	
1. Analyze problem situations/contexts and identify when to multiply or divide.	TE: 65, 91, 201, 216, 358, 364–365, 385, 400 PE: 65, 91, 201, 216, 358, 364–365, 385, 400

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<p>2. Use addition, subtraction, multiplication, and division to solve one- and two-step problems taken from story situations and contexts familiar to students.</p>	<p>TE: 64–65, 66, 67, 76–77, 87, 91, 103, 106, 109, 111, 112–113, 118, 121, 122–123, 124, 125, 127, 130, 133, 135, 136, 139, 141–143, 144, 145, 149, 151, 152–153, 154, 216–217, 219, 221, 223, 225, 226, 229, 231, 234–235, 237, 239, 241, 245, 247, 249, 250, 259, 261, 264–265, 266, 267, 269, 271, 272–273, 279, 280–281, 282, 287, 289, 291, 292, 358, 361, 363, 365, 366, 367, 371, 373, 375, 378, 379, 380, 381, 385, 387, 388–389, 400, 403, 405, 406, 407, 409, 411, 413, 415, 417, 421, 422, 423, 427, 429, 431, 432, 433, 506, 508–509, 522, 526–527, 545, 550, 553, 554, 557, 559, 561, 562, 563, 568, 570–571, 572, 575, 577, 579, 581–583, 584, 585, 589, 591, 593, 594 PE: 64–65, 66, 67, 76–77, 87, 91, 103, 106, 109, 111, 112–113, 118, 121, 122–123, 124, 125, 127, 130, 133, 135, 136, 139, 141–143, 144, 145, 149, 151, 152–153, 154, 216–217, 219, 221, 223, 225, 226, 229, 231, 234–235, 237, 239, 241, 245, 247, 249, 250, 259, 261, 264–265, 266, 267, 269, 271, 272–273, 279, 280–281, 282, 287, 289, 291, 292, 358, 361, 363, 365, 366, 367, 371, 373, 375, 378, 379, 380, 381, 385, 387, 388–389, 400, 403, 405, 406, 407, 409, 411, 413, 415, 417, 421, 422, 423, 427, 429, 431, 432, 433, 506, 508–509, 522, 526–527, 545, 550, 553, 554, 557, 559, 561, 562, 563, 568, 570–571, 572, 575, 577, 579, 581–583, 584, 585, 589, 591, 593, 594</p>
<p>3. Use mathematical symbols (+, −, ×, =, <, >) correctly in number sentences and expressions.</p>	<p>TE: 2, 20–21, 518–519, 550 PE: 2, 20–21, 518–519, 550</p>
<p>4. Justify that computational results are correct or that estimates are reasonable.</p>	<p>TE: 12–13, 23, 28, 76, 110–111, 122, 113, 134–135, 153, 165, 166, 169, 178, 183, 185, 190–191, 193, 213, 234, 271, 272, 276, 320–321, 323, 324, 372, 379, 389, 412, 431, 450, 454, 496, 523, 560, 565, 593 PE: 12–13, 23, 28, 76, 110–111, 122, 113, 134–135, 153, 165, 166, 169, 178, 183, 185, 190–191, 193, 213, 234, 271, 272, 276, 320–321, 323, 324, 372, 379, 389, 412, 431, 450, 454, 496, 523, 560, 565, 593</p>
<p>CAS D. Describe and compare fractions and solve problems involving proportional reasoning or simple ratios using appropriate strategies (manipulatives, drawings, diagrams, graphs, and models).</p>	
<p>1. Demonstrate meaning of fractions and name, read and write any fraction.</p>	<p>TE: 482–483, 484–485, 486–487, 488–489, 490–491, 492–495, 500–501, 502–503, 504–505, 512–517, 539 PE: 482–483, 484–485, 486–487, 488–489, 490–491, 492–495, 500–501, 502–503, 504–505, 512–517, 539</p>
<p>2. Recognize unit fractions as equivalent to division (e.g., $\frac{1}{4}$ of something is the same as dividing by 4).</p>	<p>TE: 482–483, 486–487 PE: 482–483, 486–487</p>

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3. Identify and name other than unit fractions from given regions.	TE: 482–483, 484–485, 539 PE: 482–483, 484–485, 539
4. Compare fractional parts of a set or of a whole with denominators up to 12, using concrete or real-world models or symbols (e.g., there are more objects in $\frac{1}{3}$ of a set of 12 objects than in $\frac{1}{4}$ of the set; $\frac{1}{4} < \frac{1}{3}$).	TE: 482–483, 488, 490, 492–493, 500, 504–505, 512 PE: 482–483, 488, 490, 492–493, 500, 504–505, 512
CAS E. Recognize and use properties of numbers and operations.	
1. Find, identify, and sort numbers by their properties (even, odd, multiples).	TE: 27, 155, 274, 542, 544–545 PE: 27, 155, 274, 542, 544–545
2. Use and explain the use of the identity property of zero in addition and subtraction.	TE: 102–103, 126–127 PE: 102–103, 126–127
3. Use and explain the use of the identity property of one in multiplication and division.	TE: 228–229 PE: 228–229
<i>State Goal 7: Estimate, make, and use measurements of objects, quantities, and relationships, and determine acceptable levels of accuracy.</i>	
CAS A. Use nonstandard units (e.g., hands, feet, strips of paper, paper clips, etc.) to measure objects and distances.	
1. Use standard units of measure in both the customary and metric systems to measure objects and distance, use the correct unit of measure in responses (e.g., 24 cm wide, 8 yards long).	TE: 320–321, 323 PE: 320–321, 323
CAS B. Make reasonable estimates when measuring objects, distances, time, and temperature.	
1. Estimate weight/mass, quantity, or temperature by reading and interpreting dials (e.g., timers, water meters and scales).	TE: 168–171, 172–174, 176–177, 186–187, 190–191, 192–193, 194–195, 332–333 PE: 168–171, 172–174, 176–177, 186–187, 190–191, 192–193, 194–195, 332–333
2. Discuss ways to make estimates closer to actual measurements.	TE: 173–174, 177, 193, 320–321, 332–333, 334–335 PE: 173–174, 177, 193, 320–321, 332–333, 334–335
CAS C. Measure length, width, perimeter, area, liquid, volume, temperature, and mass of objects using customary and metric systems.	
1. Devise story situations for which measurements and comparison of measurements must occur and the most appropriate tool, and units of measure must be identified and used.	TE: 160–163, 168–169, 172–173, 182–183, 186, 190, 192–193 PE: 160–163, 168–169, 172–173, 182–183, 186, 190, 192–193
2. Measure and tell time using instruments (e.g., analog and digital clocks, calendars) and units (e.g., seconds, minutes, hours, days, years) and determine elapsed time between events.	TE: 68–72, 74–75, 78–79, 80, 81–82, 83, 84–85 PE: 68–72, 74–75, 78–79, 80, 81–82, 83, 84–85
3. Use customary and metric rulers to draw line segments of a given length.	TE: 160–161, 162–163 PE: 160–161, 162–163

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4. Measure the length of an object using customary and metric units to the nearest part of a unit (e.g., 1/8 inch, 1/2 centimeter).	TE: 160–167, 182–185 PE: 160–167, 182–185
5. Determine the perimeter of an object with straight sides by measuring.	TE: 318–319 PE: 318–319
6. Determine the area of a figure by covering it with square units.	TE: 320–323 PE: 320–323
7. Use Celsius and Fahrenheit thermometers to measure and compare to the nearest degree at, above, or below zero.	TE: 176–177, 192–193 PE: 176–177, 192–193
8. Estimate the appropriate temperature for a given situation (e.g., a summer day).	TE: 176–177, 192–193 PE: 176–177, 192–193
9. Convert between closely associated units of time (hour, days, weeks, months, and years) or length (e.g., inches, feet, yards).	TE: 80, 81–82, 165–166, 167, 168, 169, 170, 171, 173, 182, 184, 185, 187, 190, 191 PE: 80, 81–82, 165–166, 167, 168, 169, 170, 171, 173, 182, 184, 185, 187, 190, 191
10. Measure liquid volume in customary and metric units.	TE: 168–169, 170–171, 186–187 PE: 168–169, 170–171, 186–187
CAS D. Identify coins and represent and use their value to answer questions involving sums of money.	
1. Use appropriate money values in story situations (e.g., savings: \$6.00 to put in a bank that holds dimes).	TE: 13, 29, 64–65, 77, 111, 143, 219, 231, 319, 325, 371, 373, 378–379, 385, 403, 405, 409, 420–421, 447, 455, 497, 503, 506, 526–527, 529, 553, 579, 583 PE: 13, 29, 64–65, 77, 111, 143, 219, 231, 319, 325, 371, 373, 378–379, 385, 403, 405, 409, 420–421, 447, 455, 497, 503, 506, 526–527, 529, 553, 579, 583
2. Make change for purchases costing less than \$10.00.	TE: 62–63, 89 PE: 62–63, 89
3. Represent money correctly using the symbols (¢) for amounts under \$1.00 or (\$) for amounts \$1.00 and higher.	TE: 13, 29, 54–55, 56–57, 58–60, 61, 62–63, 64–65, 77, 88, 89, 92, 105–106, 108–109, 111, 116–117, 120–121, 143, 219, 231, 319, 325, 371, 373, 379, 403, 405, 409, 420–421, 447, 455, 497, 503, 506, 524–525, 526–527, 529, 553, 558–559, 578–579, 583 PE: 13, 29, 54–55, 56–57, 58–60, 61, 62–63, 64–65, 77, 88, 89, 92, 105–106, 108–109, 111, 116–117, 120–121, 143, 219, 231, 319, 325, 371, 373, 379, 403, 405, 409, 420–421, 447, 455, 497, 503, 506, 524–525, 526–527, 529, 553, 558–559, 578–579, 583
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.	
CAS A. Recognize, describe, create, replicate, and extend a variety of patterns including attribute, number, and geometric patterns using manipulatives (e.g., blocks and shapes), diagrams, and symbols.	
1. Follow a set of instructions to create a pattern.	TE: 301, 308–309, 372–373 PE: 301, 308–309, 372–373

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2. Recognize, describe, and extend geometric and simple number patterns (3,6,10,15,21).	TE: 7, 10, 29, 43, 57, 103, 275, 301, 308–309, 324–325, 335, 337, 343, 373, 487, 544–545 PE: 7, 10, 29, 43, 57, 103, 275, 301, 308–309, 324–325, 335, 337, 343, 373, 487, 544–545
CAS B. Use language, symbols (<, >, ÷, =, ≠, +, etc.), tables, and graphs to represent operations and relationships.	
1. Generate and write number sentences vertically and horizontally.	TE: 69, 100–101, 210–212, 214, 218–220, 228, 230, 236, 258, 268, 352–353, 386, 401, 412–413, 419 PE: 69, 100–101, 210–212, 214, 218–220, 228, 230, 236, 258, 268, 352–353, 386, 401, 412–413, 419
2. Use all operational symbols and (relational symbols (=, o, <, >) appropriately.	TE: 10, 20–21, 60, 106, 121, 188–189, 191, 201, 216, 237, 259, 319, 358, 400, 412–413, 419, 488–489, 506, 518–519, 550, 579 PE: 10, 20–21, 60, 106, 121, 188–189, 191, 201, 216, 237, 259, 319, 358, 400, 412–413, 419, 488–489, 506, 518–519, 550, 579
3. Solve one-step linear equations with one missing factor by appealing to a related equation.	TE: 166, 171, 173, 185, 187, 191, 221, 335, 363, 371, 401–403, 505, 579, 581 PE: 166, 171, 173, 185, 187, 191, 221, 335, 363, 371, 401–403, 505, 579, 581
4. Locate objects in an array, given the row and column, and graph ordered pairs of whole numbers derived from simple functions and relationships.	TE: 452–453 PE: 452–453
CAS C. Model the concepts of variable, expression, equal, and unequal using concrete materials.	
1. Model the concepts of equal and unequal groups and known and unknown quantities using objects, drawings, symbols, and words.	TE: 20–21, 22–23, 117, 121, 371, 513, 549 PE: 20–21, 22–23, 117, 121, 371, 513, 549
2. Demonstrate understanding that an equality relationship between two quantities remains the same as long as the same change is made to both quantities.	TE: 166, 171, 173, 185, 187, 191, 221, 335, 363, 371, 401–403, 505, 579, 581 PE: 166, 171, 173, 185, 187, 191, 221, 335, 363, 371, 401–403, 505, 579, 581
CAS D. Create and solve problems involving simple number patterns by using words, symbols, drawings, and concrete objects.	
1. Make up a story that could be derived from a picture, a set of data, or a graph.	TE: 23, 73, 82, 118, 127, 130, 169, 174, 185, 223, 261, 300, 303, 319, 358, 417, 453, 495, 515, 547, 577 PE: 23, 73, 82, 118, 127, 130, 169, 174, 185, 223, 261, 300, 303, 319, 358, 417, 453, 495, 515, 547, 577
2. Select and use an appropriate operation to solve problems involving multiplication and simple division that involve number patterns (e.g., saving 1 penny the first day and doubling the amount each following day for 10 days).	TE: 201, 216, 259, 358, 400 PE: 201, 216, 259, 358, 400
State Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.	

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CAS A. Identify and describe various plane and solid shapes and figures (e.g., segment/line, plane, circle/sphere, square/cube, triangle/pyramid, rectangle/rectangular solid) by their attributes (e.g., number of edges, faces, bases, corners, dimensions).	
1. Create three-dimensional shapes from mats, name and classify them according to several different characteristics (e.g., sides, edges).	TE: 349 PE: 349
2. Name and describe attributes.	TE: 302–307, 328–330 PE: 302–307, 328–330
3. Identify, name and describe polygons that have 3, 4, 5, 6, or 8 sides.	TE: 302–303, 304–305, 306–307 PE: 302–303, 304–305, 306–307
4. Draw line segments of various lengths and circles of various radii using appropriate tools.	TE: 298–300 PE: 298–300
CAS B. Describe and give examples of geometric concepts that show relationships between and among figures, including symmetry, congruence, size, and location.	
1. Identify shapes that are the same and put two or more shapes together to create a shape which is the same size and shape as a given shape	TE: 296, 312–314, 345 PE: 296, 312–314, 345
2. Measure and create rectangular scale drawings based on work with concrete objects and graph paper.	TE: 207 PE: 207
State Goal 10: <i>Collect, organize, and analyze data, using statistical methods to predict results and interpret uncertainty and chance in practical applications.</i>	
CAS A. Collect, organize, and display a set of data using pictures, tallies, tables, charts, lines, or bar graphs, noting patterns, relationships, and changes over time.	
1. Read and interpret information on various kinds of graphs and draw/construct various kinds of graphs from data, objects and drawings.	TE: 23, 36–37, 43, 45, 47, 118, 130, 174, 223, 238–239, 245, 247, 279, 330, 358, 375, 436–437, 440, 441, 442–443, 444, 445, 446–447, 448–450, 461, 462, 464, 470, 471, 472, 474, 475, 476, 479, 515, 550 PE: 23, 36–37, 43, 45, 47, 118, 130, 174, 223, 238–239, 245, 247, 279, 330, 358, 375, 436–437, 440, 441, 442–443, 444, 445, 446–447, 448–450, 461, 462, 464, 470, 471, 472, 474, 475, 476, 479, 515, 550

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<p>2. Compare sets of data (e.g., more girls walk to school than boys in the 3rd grade; in our class the favorite color was blue, but it was red in Mrs. Frank's class) from tallies, charts, line, and bar graphs.</p>	<p>TE: 5, 16, 19, 23, 26, 33, 36–37, 43, 47, 63, 75, 76, 89, 118, 130, 135, 149, 161, 165, 166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329, 330, 333, 355, 358, 375, 388, 396, 417, 436–437, 438–439, 441, 442–443, 444, 445, 446–447, 450, 454–455, 460, 461, 464, 465, 470, 471, 472, 474, 475, 477, 479, 495, 515, 524, 525, 550, 557, 559, 565</p> <p>PE: 5, 16, 19, 23, 26, 33, 36–37, 43, 47, 63, 75, 76, 89, 118, 130, 135, 149, 161, 165, 166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329, 330, 333, 355, 358, 375, 388, 396, 417, 436–437, 438–439, 441, 442–443, 444, 445, 446–447, 450, 454–455, 460, 461, 464, 465, 470, 471, 472, 474, 475, 477, 479, 495, 515, 524, 525, 550, 557, 559, 565</p>
<p>3. Describe and explain data, graphs, patterns, and relationships clearly and logically and support statements by linking them to the data.</p>	<p>TE: 5, 16, 19, 23, 26, 33, 36–37, 43, 47, 63, 75, 76, 89, 118, 130, 135, 149, 161, 165, 166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329, 330, 333, 355, 358, 375, 388, 396, 417, 436–437, 438–439, 441, 442–443, 444, 445, 446–447, 450, 454–455, 460, 461, 464, 465, 470, 471, 472, 474, 475, 477, 479, 495, 515, 524, 525, 550, 557, 559, 565</p> <p>PE: 5, 16, 19, 23, 26, 33, 36–37, 43, 47, 63, 75, 76, 89, 118, 130, 135, 149, 161, 165, 166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329, 330, 333, 355, 358, 375, 388, 396, 417, 436–437, 438–439, 441, 442–443, 444, 445, 446–447, 450, 454–455, 460, 461, 464, 465, 470, 471, 472, 474, 475, 477, 479, 495, 515, 524, 525, 550, 557, 559, 565</p>
<p>CAS B. Formulate questions of interest; design surveys or experiments to answer the questions, gather data, explain how the data will answer the question, and communicate results.</p>	
<p>1. Develop questions that are clear and answerable (e.g., daily temperature, lunch count, attendance).</p>	<p>TE: 438–439, 442–443, 445, 446–447, 454–455 PE: 438–439, 442–443, 445, 446–447, 454–455</p>
<p>2. Identify data needed to answer questions.</p>	<p>TE: 5, 16, 19, 23, 26, 33, 36–37, 43, 47, 63, 75, 76, 89, 118, 130, 135, 149, 161, 165, 166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329, 330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441, 444, 450, 460, 461, 464, 465, 470, 471, 472, 474, 475, 477, 479, 495, 515, 524, 525, 550, 557, 559, 565</p> <p>PE: 5, 16, 19, 23, 26, 33, 36–37, 43, 47, 63, 75, 76, 89, 118, 130, 135, 149, 161, 165, 166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329, 330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441, 444, 450, 460, 461, 464, 465, 470, 471, 472, 474, 475, 477, 479, 495, 515, 524, 525, 550, 557, 559, 565</p>

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3. Create effective and efficient methods for collecting and recording data gathered.	TE: 438–439, 442–443, 445, 446–447, 454–455 PE: 438–439, 442–443, 445, 446–447, 454–455
4. Communicate the results of a survey or experiment.	TE: 438–439 PE: 438–439
CAS C. Describe and use the concept of probability in relationship to likelihood and chance.	
1. Relate the concept of a fractional part or a part of a group to the likelihood that something will happen (e.g., there are two possible outcomes on a coin so it should land on heads about 1/2 of the time; a spinner divided into 4 colors of equal size is likely to stop on yellow about 5 times out of 20).	TE: 458–459, 460–462, 463, 464–465, 466–468 PE: 458–459, 460–462, 463, 464–465, 466–468