

A Correlation of

SCOTT FORESMAN • ADDISON WESLEY

**Mathematics**

to the

**New Mexico**  
Mathematics Content Standards,  
Benchmarks, & Performance Standards  
**Grade Six**



## Introduction

This document demonstrates the high degree of success students will achieve when using **Scott Foresman – Addison Wesley Mathematics** in meeting the objectives of the New Mexico Mathematics Content Standard, Benchmarks, & Performance Standards. Correlation page references are to the Teacher’s Edition. Lessons in the Teacher’s Edition contain facsimile Student Edition pages.

**Scott Foresman – Addison Wesley Mathematics** was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

### ● Reaching All Learners

**Scott Foresman – Addison Wesley Mathematics** addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students’ abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

### ● Test Prep

**Scott Foresman - Addison Wesley Mathematics** builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It provides practice for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

### ● Priority on problem solving:

Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

### ● Instructional Support

In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter.

Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.

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**NEW MEXICO MATHEMATICS CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS**  
**Publisher Alignment Analyses for Primary Tool of Instruction**

This correlation table/matrix is a tool to show alignment with New Mexico’s Content Standards, Benchmarks, & Performance Standards and the proposed instructional material considered for adoption. The purpose is to demonstrate how your material can contribute to student achievement as measured against these Content Standards.

**Attach a completed copy of this document to each core basal sample you are submitting for review. You will submit 3 copies of each student & teacher edition for each title & other material deemed necessary to provide appropriate instruction, along with these alignment documents at the 2006 June Summer Institute. DO NOT SEND WITH THE RFP.**

**Mathematics Grade 6**

**Standard 1: NUMBER AND OPERATIONS: Students will understand numerical concepts and mathematical operations.**

| <b>Benchmark</b>  | <b>Performance Standards</b>   | <b>Publisher Citation (pages)</b>  | <b>% Meets Standard*</b> |
|---|--|--|--------------------------|
| A. Understand numbers, ways of representing numbers, relationships among numbers, and number systems. | 1. Compare and order rational numbers.   | 778A–78B, 78–79, 141, 176A–176B, 176–179, 184, 410A–410B, 410–411  |                          |
|   | 2. Use equivalent representations for rational numbers (e.g., integers, decimals, fractions, percents, ratios, numbers with whole-number exponents). | 140J, 160A–160B, 160–163, 165A–165B, 165–167, 168A–168B, 168–169, 172A–172B, 172–175, 412A–412B, 412–413 |                          |
|   | 3. Use appropriate representations of positive rational numbers in the context of real-life applications.  | 140J, 160A–160B, 160–163, 165A–165B, 165–167, 168A–168B, 168–169, 172A–172B, 172–175, 412A–412B, 412–413 |                          |
|   | 4. Identify greatest common factor and least common multiples for a set of whole numbers.  | 150A–150B, 150–151, 152A–152B, 152–153, 158, 202   |                          |
|   | 5. Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.                                   | 78A–78B, 78, 162, 169  |                          |

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| <b>Benchmark</b>  | <b>Performance Standards</b>   | <b>Publisher Citation (pages)</b>   | <b>% Meets Standard*</b> |
|---|--|---|--------------------------|
| B. Understand the meaning of operations and how they relate to one another. | 1. Calculate multiplication and division problems using contextual situations.   | 28–31, 46–49, 90A–90B, 90–93, 94A–94B, 94–97, 100A–100B, 100–103, 104, 141, 142–145, 204, 248–249, 252–253, 258–259, 274–277, 266–268, 270–271  |                          |
|   | 2. Factor a whole number into a product of its primes.   | 146A–146B, 146–149  |                          |
|   | 3. Demonstrate the relationship and equivalency among ratios and percents.   | 354   |                          |
|   | 4. Use proportions to solve problems.  | 318–321, 322–323, 366–367   |                          |
|   | 5. Explain and perform:  |   |                          |
|   | <ul style="list-style-type: none"><li>• whole number division and express remainders as decimals or appropriately in the context of the problem</li><li>• addition, subtraction, multiplication, and division with decimals</li><li>• addition and subtraction with integers</li><li>• addition, subtraction, and multiplication with fractions and mixed numerals</li></ul> | 94A–94B, 94–97, 104, 141<br><br>74I–74J, 86A–86B, 86–89, 90A–90B, 90–93, 94A–94B, 94–97, 100A–100B, 100–103<br><br>406J, 418A–418B, 418–421, 422A–422B, 422–425<br><br>202I, 202J, 204A–204B, 204–205, 206A–206B, 206–209, 218A–218B, 218–219, 220A–220B, 220–223, 246I, 248A–248B, 248–251, 252A–252B, 252–255, 258A–258B, 258–259 |                          |

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|--|--|--|--------------------------|
|  | 6. Determine the least common multiple and the greatest common divisor of whole numbers and use them to solve problems with fractions. | 150–151, 152–153, 158, 202   |                          |
| C. Compute fluently and make reasonable estimates. | 1. Estimate quantities involving rational numbers using various estimations.   | 16A–16B, 16–17, 18A–18B, 18–19, 74I–74J, 82A–82B, 82–83, 216A–216B, 216–217, 256A–256B, 256–257, 368A–368B, 368–369                                    |                          |
|  | 2. Use estimates to check reasonableness of results and make predictions in situations involving rational numbers.                     | 16A–16B, 16–17, 18A–18B, 18–19, 74I–74J, 82A–82B, 82–83, 216A–216B, 216–217, 256A–256B, 256–257, 368A–368B, 368–369                                    |                          |
|  | 3. Determine if a problem situation calls for an exact or approximate answer and perform the appropriate computation.                  | 216A–216B, 216–217, 226A–226B, 226–227   |                          |
|  | 4. Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.                     | 176A–176B, 176–179   |                          |
|  | 5. Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.            | 358A–358B, 358–361   |                          |
|  | 6. Interpret and use ratios in different contexts.   | 300A–300B, 300–301, 302A–302B, 302–305, 306A–306B, 306–309, 354, 662–663   |                          |
|  | 7. Compute and perform multiplication and division of fractions and decimals and apply these procedures to solving problems.           | 90A–90B, 90–93, 94A–94B, 94–97, 100A–100B, 100–103, 248A–248B, 248–251, 252A–252B, 252–255, 258A–258B, 258–259, 266A–266B, 266–269, 270A–270B, 270–271 |                          |

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**Mathematics Grade 6**

**Standard 2: ALGEBRA: Students will understand algebraic concepts and applications.**

| <b>Benchmark</b>   | <b>Performance Standards</b>   | <b>Publisher Citation (pages)</b>   | <b>% Meets Standard*</b> |
|--|--|---|--------------------------|
| A. Understand patterns, relations, and functions.  | 1. Solve problems involving proportional relationships.                                | 298J, 316A–316B, 316–317, 318A–318B, 318–321, 322A–322B, 322–323, 324A–324B, 324–325, 328A–328B, 328–329, 330A–330B, 330–333, 542A–542B, 542–545, 546A–546B, 546–549, 551 |                          |
|  | 2. Graph ordered pairs in the coordinate plane.  | 440A–440B, 440–442  |                          |
|  | 3. Explain and use symbols to represent unknown quantities and variable relationships. | 40–43, 44–46, 276–277, 318–323, 328–332, 430–431, 444–446, 448–449, 712–715, 718, 721   |                          |
|  | 4. Explain and use the relationships among ratios, proportions, and percents.          | 300–301, 316–317, 354   |                          |
|  | 5. Make generalizations based on observed patterns and relationships.                  | 444A–444B, 444–447, 721   |                          |
| B. Represent and analyze mathematical situations and structures using algebraic symbols. | 1. Solve problems involving proportional relationships.                                | 298J, 316A–316B, 316–317, 318A–318B, 318–321, 322A–322B, 322–323, 324A–324B, 324–325, 328A–328B, 328–329, 330A–330B, 330–333, 542A–542B, 542–545, 546A–546B, 546–549, 551 |                          |
|  | 2. Use letters to represent an unknown in an equation.                                 | 44–46, 276–277, 318–323, 328–332, 430–431, 444–446, 448–449, 712–715, 718, 721  |                          |

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| <b>Benchmark</b>   | <b>Performance Standards</b>   | <b>Publisher Citation (pages)</b>  | <b>% Meets Standard*</b> |
|--|--|--|--------------------------|
|  | 3. Solve one-step linear equations and inequalities in one variable with positive whole-number solutions.  | 44A–44B, 45–47, 48A–48B, 48–50, 448A–448B, 448–449, 700A–700B, 700–703   |                          |
|  | 4. Demonstrate that a variable can represent a single quantity that changes.   | 44–46, 276–277, 318–323, 328–332, 430–431, 444–446, 448–449, 712–715, 718, 721   |                          |
|  | 5. Demonstrate how changes in one variable affect other variables.   | 445, 716–717, 719  |                          |
| C. Use mathematical models to represent and understand quantitative relationships. | 1. Develop and use mathematical models to represent and justify mathematical relationships found in a variety of situations.   | 30, 31, 43, 44, 45, 48–50, 84, 87, 276–277, 317, 318–319, 354–355, 472–473, 476, 480–481, 490–491, 494–495, 497–498, 628–630, 502–503, 632–633, 636–637, 638–639, 713  |                          |
|  | 2. Create, explain, and use mathematical models such as: <ul style="list-style-type: none"><li>• Venn diagrams to show the relationships between the characteristics of two or more sets</li><li>• equations and inequalities to model numerical relationships</li><li>• three-dimensional geometric models</li><li>• graphs, tables, and charts to interpret and analyze data</li></ul> | 89, 151, 413<br><br>44A–44B, 45–47, 48A–48B, 48–50, 448A–448B, 448–449, 700A–700B, 700–703<br><br>586A–586B, 586–589<br><br>620A–620B, 620–623, 624A–624B, 624–627, 628A–628B, 628–631, 632A–632B, 632–633, 636A–636B, 636–637, 638A–638B, 638–641, 642A–642B, 642–647, 648A–648B, 648–649, 650A–650B, 650–651 |                          |

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| <b>Benchmark</b>                        | <b>Performance Standards</b>  | <b>Publisher Citation (pages)</b>   | <b>% Meets Standard*</b> |
|---|---|---|--------------------------|
| D. Analyze changes in various contexts. | 1. Represent and explain changes using one-step equations with one variable.  | 45–50, 276–277, 307, 318–322, 331–332, 460–461  |                          |
|   | 2. Solve problems that involve change using proportional relationships.   | 298J, 316A–316B, 316–317, 318A–318B, 318–321, 322A–322B, 322–323, 324A–324B, 324–325, 328A–328B, 328–329, 330A–330B, 330–333, 542A–542B, 542–545, 546A–546B, 546–549, 551 |                          |
|   | 3. Use ratios to predict changes in proportional situations.  | 316–317   |                          |
|   | 4. Use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, and perimeter. | 302–303, 316–319, 330–333, 552–553, 570–571   |                          |
|   | 5. Generate formulas to represent relationships involving changes in perimeter.   | 564A–564B, 564–567, 570A–570B, 570–571  |                          |

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**Mathematics Grade 6**

**Standard 3: GEOMETRY: Students will understand geometric concepts and applications.**

| <b>Benchmark</b>  | <b>Performance Standards</b>  | <b>Publisher Citation (pages)</b>   | <b>% Meets Standard*</b> |
|---|---|---|--------------------------|
| A. Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. | 1. Identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures: <ul style="list-style-type: none"><li>• measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software)</li><li>• understand that the sum of angles of any triangle is 180 degrees and the sum of the angles of any quadrilateral is 360 degrees and use this information to solve problems</li><li>• visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids</li></ul> | 476–477, 482, 484, 489, 494–495, 497–498<br><br>496A–496B, 496–498, 500A–500B, 500–501<br><br>586–589 |                          |
|   | 2. Classify angles as right, obtuse, or straight.   | 477   |                          |
|   | 3. Describe the properties of geometric figures that include regular polygons, circles, ellipses, cylinders, cones, spheres, and cubes.   | 472–473, 494–495, 586–588   |                          |
|   | 4. Classify polygons as regular or irregular.   | 89, 494A–494B, 494–495  |                          |
|   | 5. Classify triangles as scalene, isosceles, or equilateral and by angles (i.e., right, acute, and obtuse).   | 496–499   |                          |
|   | 6. Identify angle, line, segment, and ray and use the symbols for each.   | 472–473, 476–479  |                          |
|   | 7. Describe the relationship between radius, diameter, and circumference of a circle.   | 502, 576A–576B, 576–579   |                          |

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|---|---|--|--------------------------|
| B. Specify locations and describe spatial relationships using coordinate geometry and other representational systems. | 1. Use coordinate geometry to describe location on a plane.   | 440A–440B, 440–442                       |                          |
|   | 2. Recognize skewed lines in space.   | 473                                      |                          |
| C. Apply transformations and use symmetry to analyze mathematical situations.   | 1. Identify line of symmetry with rotation and scaling.   | 510, 514–515                             |                          |
| D. Use visualization, spatial reasoning, and geometric modeling to solve problems.                                    | 1. Use appropriate technology, manipulatives, constructions, or drawings to recognize or compare geometric figures. | 89, 333, 477, 496–499, 500–501, 519, 593 |                          |

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**Mathematics Grade 6**

**Standard 4: MEASUREMENT: Students will understand measurement systems and applications.**

| <b>Benchmark</b>   | <b>Performance Standards</b>  | <b>Publisher Citation (pages)</b>  | <b>% Meets Standard*</b> |
|--|---|--|--------------------------|
| A. Understand measurable attributes of objects and the units, systems, and process of measurement. | 1. Perform multi-step conversions of measurement units to equivalent units within a given system (e.g., 36 inches equals 3 feet or 1 yard).   | 552–553, 722–723   |                          |
|  | 2. Estimate measurement in both U.S. customary and metric units.  | 553  |                          |
|  | 3. Select and use units of appropriate size and type to measure angles (e.g., degrees, radians), perimeter, area, and capacity in both U.S. customary and metric systems.                                   | 476–479, 564–567, 568–569  |                          |
|  | 4. Use standard units of linear measurement to the nearest sixteenth of an inch; metric measurements to the nearest millimeter.   | 160A–160B, 160–162, 168, 542A–542B, 542–545, 546A–546B, 546–548                            |                          |
| B. Apply appropriate techniques, tools, and formulas to determine measurements.                    | 1. Apply various measurement techniques and tools, units of measure, and degrees of accuracy to find accurate rational number representations for length, liquid, weight, perimeter, temperature, and time. | 160A–160B, 160–162, 168, 542A–542B, 542–545, 546A–546B, 546–548, 564–567, 722–723          |                          |
|  | 2. Select and use formulas for perimeters of squares and rectangles.  | 564A–564B, 564–567   |                          |
|  | 3. Select and use strategies to estimate measurements including angle measure and capacity.   | 476B, 552–553, 546, 548  |                          |
|  | 4. Select and justify the selection of measurement tools, units of measure, and degrees of accuracy appropriate to the given situation.   | 160–162, 168, 448–449, 476–479, 484–486, 494, 502, 542–548, 550–551, 638–639, 642, 718–720 |                          |

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**Mathematics Grade 6**

**Standard 5: DATA ANALYSIS AND PROBABILITY: Students will understand how to formulate questions, analyze data, and determine probabilities.**

| <b>Benchmark</b>  | <b>Performance Standards</b>  | <b>Publisher Citation (pages)</b>  | <b>% Meets Standard*</b> |
|---|---|--|--------------------------|
| A. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. | 1. Use statistical representations to analyze data.   | 618E-618F, 620A–620B, 620, 622, 624A–624B, 624–627, 628B, 628–631, 632B, 632–633, 636A–636B, 636–637, 638A–638B, 638–641, 642A–642B, 642–647, 648A–648B, 648–649, 650B, 650–651, 657 |                          |
|   | 2. Draw and compare different graphical representations of the same data.   | 648A–648B, 648–649   |                          |
|   | 3. Use mean, median, mode, and range to describe data.  | 624A–624B, 624–627   |                          |
|   | 4. Sketch circle graphs to display data.  | 642A–642B, 642–645, 648A–648B, 648–649   |                          |
|   | 5. Solve problems by collecting, organizing, displaying and interpreting data.  | 620A–620B, 620–623, 624A–624B, 624–627, 628A–628B, 628–631, 632A–632B, 632–633, 636A–636B, 636–637, 638A–638B, 638–641, 642A–642B, 642–647, 648A–648B, 648–649, 650A–650B, 650–651   |                          |
|   | 6. Compare different samples of a population with the entire population and determine the appropriateness of using a sample | 620A–620B, 620–623   |                          |
|   | 7. Conduct and explain sampling techniques such as observations, surveys, and random sampling for gathering data.           | 620A–620B, 620–623   |                          |

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|--|---|--|--------------------------|
|  | 8. Determine the median for a rational number data set containing an odd number of data points.   | 624A–624B, 624–627   |                          |
|  | 9. Calculate and explain the median for a whole number data set containing an even number of data points.   | 624A–624B, 624–627   |                          |
|  | 10. Explain advantages and disadvantages of using various display formats for a specific data set.  | 648–649  |                          |
|  | 11. Formulate and solve problems by collecting, organizing, displaying, and interpreting data.  | 620A–620B, 620–623, 624A–624B, 624–627, 628A–628B, 628–631, 632A–632B, 632–633, 636A–636B, 636–637, 638A–638B, 638–641, 642A–642B, 642–647, 648A–648B, 648–649, 650A–650B, 650–651 |                          |
| B. Select and use appropriate statistical methods to analyze data. | 1. Choose an appropriate graphical format to organize and represent data.   | 648A–648B, 648–649   |                          |
|  | 2. Describe the effects of missing or incorrect data.   | 650A–650B, 650–651   |                          |
|  | 3. Compute and analyze statistical measurements for data sets: <ul style="list-style-type: none"><li>• understand how additional data added to data sets may affect the computations of central tendency</li><li>• understand how the inclusion or exclusion of outliers affects measures of central tendency</li><li>• know why a specific measure of central tendency provides the most useful information in a given context</li></ul> | 624A–624B, 624–627<br><br>629<br><br>624A–624B, 624–627  |                          |

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|--|---|-----------------------------------|--------------------------|
|  | 4. Use data samples of a population and describe the characteristics and limitations of the sample.   | 620A–620B, 620–623                |                          |
|  | 5. Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population. | 620A–620B, 620–623                |                          |
|  | 6. Explain how the way a question is asked in a survey might influence the results obtained.  | 620A–620B, 620–623                |                          |
|  | 7. Identify data that represent sampling errors and explain why the sample and the display might be biased.   | 620A–620B, 620–623                |                          |
|  | 8. Identify claims based on statistical data and, in sample cases, evaluate the validity and usefulness of the claims.  | 650A–650B, 650–651                |                          |
| C. Develop and evaluate inferences and predictions that are based on data. | 1. Identify claims based on statistical data and evaluate the validity of the claim.  | 650A–650B, 650–651                |                          |
|  | 2. Conduct observations, surveys, experiments and/or simulations, record the results in charts, tables, or graphs, and use the results to draw conclusions and make predictions.            | 618J, 654A–654B, 654–657          |                          |
|  | 3. Find all possible combinations in a given set (e.g., the number of ways a set of books can be arranged on a shelf).  | 658A–658B, 658–661                |                          |
|  | 4. Compare expected results with actual results in a simple experiment.   | 664–665                           |                          |

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| <b>Benchmark</b>                                       | <b>Performance Standards</b>  | <b>Publisher Citation (pages)</b> | <b>% Meets Standard*</b> |
|--|---|-----------------------------------|--------------------------|
| D. Understand and apply basic concepts of probability. | 1. List all possible outcomes for a compound event composed of two independent events and recognize whether an outcome is certain, impossible, likely, or unlikely.   | 655, 662, 669, 675                |                          |
|  | 2. Determine and compare experimental (empirical) and mathematical (theoretical) probabilities (e.g., flipping two color counters).   | 664–666                           |                          |
|  | 3. Determine theoretical and experimental probabilities and use them to make predictions about events.  | 664–666                           |                          |
|  | 4. Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.  | 655, 662, 669, 675                |                          |
|  | 5. Use data to estimate the probability of future events (e.g., batting averages).  | 664A–664B, 664–667                |                          |
|  | 6. Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1 - P$ is the probability of the event not occurring. | 654                               |                          |
|  | 7. Describe the difference between independent and dependent events and identify situations involving independent or dependent events.  | 669–670, 672–673                  |                          |

**\*Objectives are clearly stated with measurable outcomes at 90% or above.**