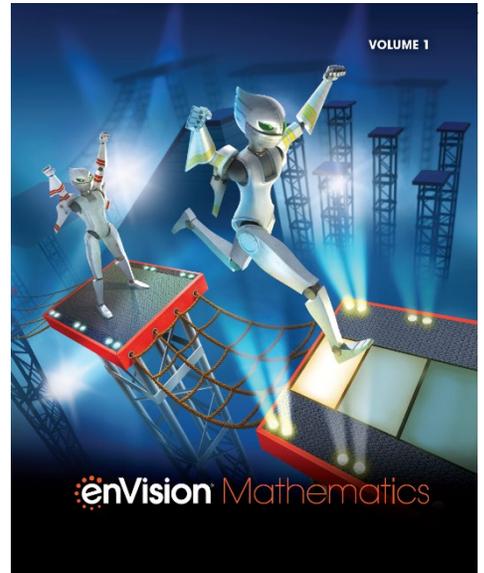
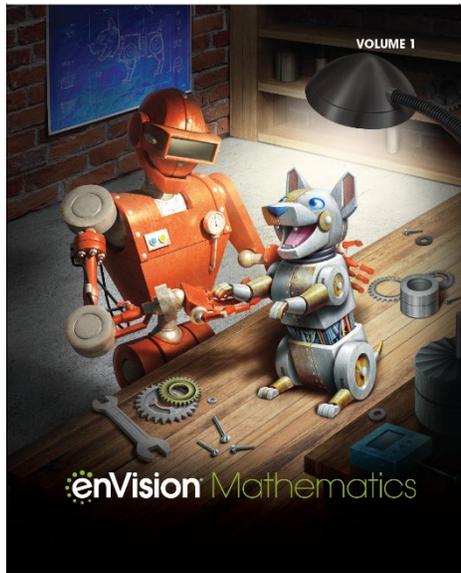
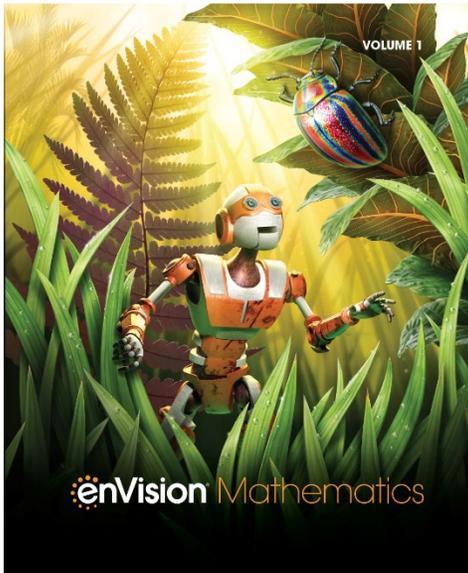


A Correlation of

enVision[®] Mathematics

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To the
**Massachusetts Mathematics
Curriculum Framework 2017
Grades 6-8**

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Introduction

The new enVision® Mathematics ©2021 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

UNDERSTANDING

A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

ASSESSMENT

The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

DIAGNOSTIC Assessment

Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know

FORMATIVE Assessment

SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check

SUMMATIVE Assessment

Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

INSTRUCTIONAL SUPPORT

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods

Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools at SavvasRealize.com.

Kids See the Math. Teachers See Results.

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Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	<p>enVision Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages online. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <p>SE: 38, 43, 50, 54, 55, 56, 79, 80, 140, 149, 165, 214, 215, 272, 320, 371, 378, 384, 418, 431, 442, 446, 454, 473</p>
2. Reason abstractly and quantitatively.	<p>enVision Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p>SE: 20, 26, 37, 38, 43, 44, 73, 78, 106, 109, 133, 154, 172, 190, 196, 222, 272, 283, 302, 304, 318, 331, 350, 351, 363, 372, 410, 441, 500</p>
3. Construct viable arguments and critique the reasoning of others.	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program explicitly call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own process and those of others.</p> <p>SE: 54, 55, 72, 80, 85, 92, 108, 111, 126, 128, 140, 142, 156, 165, 166, 188, 238, 239, 250, 272, 302, 308, 318, 324, 332, 364, 441, 448, 502</p>

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4. Model with mathematics.	<p>Students using enVision Mathematics explicitly use mathematical modeling in each Topic during the 3-Act Math lesson. The Visual Learning Bridge also often presents real-world situations, demonstrating how these problems can be modeled mathematically.</p> <p>SE: 44, 135, 142, 149, 155, 156, 164, 195, 201, 203, 204, 223, 230, 252, 288, 289, 290, 298, 304, 326, 378, 422, 448, 473, 486, 487, 488, 493, 505, 508, 514</p>
5. Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, integer chips, algebra tiles, and even pencil and paper, to digital tools, such as graphing calculators, Online Math Tools, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p>SE: 104, 109, 110, 229, 230, 250, 251, 278, 288, 289, 290, 376, 416, 432, 446, 448, 486, 487, 488, 492, 493, 494, 513, 514</p>
6. Attend to precision.	<p>Students are expected to use mathematical terms and symbols with precision. Key terms are highlighted in each lesson and important concepts presented in the Concept Summary. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <p>SE: 25, 37, 43, 49, 50, 56, 109, 141, 202, 213, 215, 296, 297, 298, 303, 309, 319, 325, 331, 363, 371, 378, 382, 405, 406, 411, 412, 417, 423, 430, 447, 448, 452, 453, 454, 508, 513</p>
7. Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. For example, as students mature in their mathematical thinking, they see structure when working with problems that can be represented with the Distributive Property. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p>SE: 44, 50, 86, 103, 104, 110, 156, 164, 166, 171, 172, 244, 245, 246, 330, 351, 364, 370, 384, 424, 430, 453, 479</p>

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8. Look for and express regularity in repeated reasoning.	Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. SE: 19, 50, 127, 128, 166, 270, 271, 276, 277, 282, 283, 284, 310, 432
Content Standards	
Ratios and Proportional Relationships 6.RP	
A. Understand ratio and rate concepts and use ratio and rate reasoning to solve problems.	
<p>1. Understand the concept of a ratio including the distinctions between part: part and part: whole and the value of a ratio; part/part and part/whole. Use ratio language to describe a ratio relationship between two quantities.</p> <p>For example: The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every two wings there was one beak; For every vote candidate A received, candidate C received nearly three votes, meaning that candidate C received three out of every four votes or $\frac{3}{4}$ of all votes.</p>	<p>SE: 267-272, 333-338</p> <p>TE: 267A-272B, 333-338</p>
<p>2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship, <i>including the use of units</i>.</p> <p>For example: This recipe has a ratio of three cups of flour to four cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar; We paid \$75 for 15 hamburgers, which is a rate of five dollars per hamburger.</p>	<p>SE: 293-298, 333-338</p> <p>TE: 293A-298B, 333-338</p>
<p>3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	<p>SE: 267-272, 273-278, 279-284, 285-290, 293-298, 299-304, 305-310, 315-320, 321-326, 327-332, 333-338</p> <p>TE: 267A-272B, 273A-278B, 279A-284B, 285A-290B, 293A-298B, 299A-304B, 305A-310B, 315A-320B, 321A-326B, 327A-332B, 333-338</p>
<p>a. Make tables of equivalent ratios relating quantities with whole-number measurements. Find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>	<p>SE: 267-272, 273-278, 279-284, 285-290, 293-298, 299-304, 333-338</p> <p>TE: 267A-272B, 273A-278B, 279A-284B, 285A-290B, 293A-298B, 299A-304B, 333-338</p>

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<p>b. Solve unit rate problems, including those involving unit pricing, and constant speed.</p> <p>For example, if it took seven hours to mow four lawns, then, at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p>	<p>SE: 293-298, 299-304, 305-310, 333-338</p> <p>TE: 293A-298B, 299A-304B, 305A-310B, 333-338</p>
<p>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.</p>	<p>SE: 347-352, 353-358, 359-364, 367-372, 373-378, 379-384, 389-392</p> <p>TE: 347A-352B, 353A-358B, 359A-364B, 367A-372B, 373A-378B, 379A-384B, 389-392</p>
<p>d. Use ratio reasoning to convert measurement units within and between measurement systems; manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p>For example, Malik is making a recipe, but he cannot find his measuring cups! He has, however, found a tablespoon. His cookbook says that 1 cup = 16 tablespoons. Explain how he could use the tablespoon to measure out the following ingredients: two cups of flour, $\frac{1}{2}$ cup sunflower seed, and $1\frac{1}{4}$ cup of oatmeal.</p>	<p>SE: 315-320, 321-326, 327-332, 333-338</p> <p>TE: 315A-320B, 321A-326B, 327A-332B, 333-338</p>
<p>e. Solve problems that relate the mass of an object to its volume.</p>	<p>For related content see:</p> <p>SE: 293-298, 299-304, 305-310, 333-338</p> <p>TE: 293A-298B, 299A-304B, 305A-310B, 333-338</p>
The Number System	
6.NS	
A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
<p>1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$. How much chocolate will each person get if three people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mile and area $\frac{1}{2}$ square mile?</p>	<p>SE: 33-38, 39-44, 45-50, 51-56, 57-60</p> <p>TE: 33A-38B, 39A-44B, 45A-50B, 51A-56B, 57-60</p>

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B. Compute fluently with multi-digit numbers and find common factors and multiples.	
2. Fluently divide multi-digit numbers using the standard algorithm.	SE: 15-20, 57-60 TE: 15A-20B, 57-60
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	SE: 9 -14, 15-20, 57-60 TE: 9A-14B, 15A-20B, 57-60
4. Use prime factorization to find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two relatively prime numbers. For example, express $36 + 8$ as $4(9 + 2)$.	SE: 129-136, 173-176 TE: 129A-136B, 173-176
C. Apply and extend previous understandings of numbers to the system of rational numbers.	
5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, and positive/negative electric charge). Use positive and negative numbers (whole numbers, fractions, and decimals) to represent quantities in real-world contexts, explaining the meaning of zero in each situation.	SE: 69-74, 111-114 TE: 69A-74B, 111-114
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	SE: 69-74, 89-94, 111-114, 419-424, 455-460 TE: 69A-74B, 89A-94B, 111-114, 419A-424B, 455-460
a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that zero is its own opposite.	SE: 69-74, 111-114 TE: 69A-74B, 111-114

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<p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>	<p>SE: 89-94, 111-114 TE: 89A-94B, 111-114</p>
<p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p>SE: 69-74, 75-80, 89-94, 111-114, 419-424, 455-460 TE: 69A-74B, 75A-80B, 89A-94B, 111-114, 419A-424B, 455-460</p>
<p>7. Understand ordering and absolute value of rational numbers.</p>	<p>SE: 75-80, 81-86, 111-114 TE: 75A-80B, 81A-86B, 111-114</p>
<p>a. Interpret statements of inequality as statements about the relative positions of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p>	<p>SE: 75-80, 111-114 TE: 75A-80B, 111-114</p>
<p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</p>	<p>SE: 75-80, 111-114 TE: 75A-80B, 111-114</p>
<p>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</p>	<p>SE: 81-86, 111-114 TE: 81A-86B, 111-114</p>
<p>d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</p>	<p>SE: 81-86, 111-114 TE: 81A-86B, 111-114</p>

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<p>8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>	<p>SE: 99-104, 105-110, 111-114, 419-424, 455-460</p> <p>TE: 99A-104B, 105A-110B, 111-114, 419A-424B, 455-460</p>
Expressions and Equations	
6.EE	
A. Apply and extend previous understandings of arithmetic to algebraic expressions.	
<p>1. Write and evaluate numerical expressions involving whole-number exponents.</p>	<p>SE: 123-128, 137-142, 173-176</p> <p>TE: 123A-128B, 137A-142B, 173-176</p>
<p>2. Write, read, and evaluate expressions in which letters stand for numbers.</p>	<p>SE: 145-150, 173-176, 401-406, 407-412, 413-418, 419-424, 437-442, 443-448, 449-454, 455-460</p> <p>TE: 145A-150B, 173-176, 401A-406B, 407A-412B, 413A-413B, 419A-424B, 437A-442B, 443A-448B, 449A-454B, 455-460</p>
<p>a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$.</p>	<p>SE: 145-150, 173-176, 437-442, 443-448, 449-454, 455-460</p> <p>TE: 145A-150B, 173-176, 437A-442B, 443A-448B, 449A-454B, 455-460</p>
<p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</p>	<p>SE: 145-150, 173-176</p> <p>TE: 145A-150B, 173-176</p>
<p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</p>	<p>SE: 151-156, 173-176, 401-406, 407-412, 413-418, 419-424, 437-442, 443-448, 449-454, 455-460</p> <p>TE: 151A-156B, 173-176, 401A-406B, 407A-412B, 413A-413B, 419A-424B, 437A-442B, 443A-448B, 449A-454B, 455-460</p>

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<p>3. Apply the properties of operations to generate equivalent expressions.</p> <p>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</p>	<p>SE: 137-142, 161-166, 167-172, 173-176</p> <p>TE: 137A-142B, 161A-166B, 167A-172B, 173-176</p>
<p>4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</p> <p>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</p>	<p>SE: 137-142, 161-166, 173-176, 191-196, 253-258</p> <p>TE: 137A-142B, 161A-166B, 173-176, 191A-196B, 253-258</p>
B. Reason about and solve one-variable equations and inequalities.	
<p>5. Understand solving an equation or inequality as a process of answering a question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>	<p>SE: 185-190, 219-224, 225-230, 253-258</p> <p>TE: 185A-190B, 219A-224B, 225A-230B, 253-258</p>
<p>6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>	<p>SE: 145-150, 151-156, 173-176, 197-202, 203-208, 209-216, 253-258, 437-442, 443-448, 449-454, 455-460</p> <p>TE: 145A-150B, 151A-156B, 173-176, 197A-202B, 203A-208B, 209A-216B, 253-258, 437A-442B, 443A-448B, 449A-454B, 455-460</p>
<p>7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers.</p>	<p>SE: 191-196, 197-202, 203-208, 209-216, 253-258</p> <p>TE: 191A-196B, 197A-202B, 203A-208B, 209A-216B, 253-258</p>
<p>8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>	<p>SE: 219-224, 225-230, 253-258</p> <p>TE: 219A-224B, 225A-230B, 253-258</p>

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C. Represent and analyze quantitative relationships between dependent and independent variables.	
<p>9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</p>	<p>SE: 235-240, 241-246, 247-252, 253-258</p> <p>TE: 235A-240B, 241A-246B, 247A-252B, 253-258</p>
Geometry 6.G	
A. Solve real-world and mathematical problems involving area, surface area, and volume.	
<p>1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems</p>	<p>SE: 401-406, 407-412, 413-418, 419-424, 455-460</p> <p>TE: 401A-406B, 407A-412B, 413A-413B, 419A-424B, 455-460</p>
<p>2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	<p>SE: 449-454, 455-460</p> <p>TE: 449A-454B, 455-460</p>
<p>3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>SE: 105-110, 111-114, 419-424, 455-460</p> <p>TE: 105A-110B, 111-114, 419A-424B, 455-460</p>

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<p>4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface areas of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>SE: 427-432, 437-442, 443-448, 455-460</p> <p>TE: 427A-432B, 437A-442B, 443A-448B, 455-460</p>
Statistics and Probability	
6.SP	
A. Develop understanding of statistical variability.	
<p>1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</p> <p>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</p>	<p>SE: 469-474, 519-522</p> <p>TE: 469A-474B, 519-522</p>
<p>2. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center (median, mean, and/or mode), spread (range, interquartile range), and overall shape.</p>	<p>SE: 509-514, 519-522</p> <p>TE: 509A-514B, 519-522</p>
<p>3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>	<p>SE: 475-482, 519-522</p> <p>TE: 475A-482B, 519-522</p>
B. Summarize and describe distributions.	
<p>4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p>	<p>SE: 469-474, 483-488, 489-494, 497-502, 509-514, 519-522</p> <p>TE: 469A-474B, 483A-488B, 489A-494B, 497A-502B, 509A-514B, 519-522</p>
<p>a. Read and interpret circle graphs.</p>	This standard is outside the scope of enVision, ©2021
<p>5. Summarize numerical data sets in relation to their context, such as by:</p>	<p>SE: 475-482, 489-494, 497-502, 503-508, 509-514, 519-522</p> <p>TE: 475A-482B, 489A-494B, 497A-502B, 503A-508B, 509A-514B, 519-522</p>
<p>a. Reporting the number of observations.</p>	<p>SE: 489-494, 519-522</p> <p>TE: 489A-494B, 519-522</p>

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b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	SE: 509-514, 519-522 TE: 509A-514B, 519-522
c. Giving quantitative measures of center (median, and/or mean) and variability (range and/or interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	SE: 475-482, 497-502, 503-508, 509-514, 519-522 TE: 475A-482B, 497A-502B, 503A-508B, 509A-514B, 519-522
d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	SE: 503-508, 519-522 TE: 503A-508B, 519-522

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Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	<p>enVision Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages online. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <p>SE: 14, 32, 46, 69, 93, 130, 148, 153, 159, 160, 168, 178, 212, 218, 220, 225, 243, 274, 278, 279, 328, 330, 344, 373, 377, 378, 379, 388, 461</p>
2. Reason abstractly and quantitatively.	<p>enVision Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p>SE: 12, 13, 30, 31, 37, 56, 68, 105, 106, 128, 129, 152, 166, 184, 212, 329, 335, 378, 384, 454, 456</p>
3. Construct viable arguments and critique the reasoning of others.	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program explicitly call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own process and those of others.</p> <p>SE: 26, 31, 36, 45, 64, 68, 98, 105, 112, 146, 148, 152, 154, 158, 166, 183, 214, 244, 292, 309, 327, 335, 336, 337, 350, 372, 378, 384, 440, 460, 480</p>

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4. Model with mathematics.	<p>Students using enVision Mathematics explicitly use mathematical modeling in each Topic during the 3-Act Math lesson. The Visual Learning Bridge also often presents real-world situations, demonstrating how these problems can be modeled mathematically.</p> <p>SE: 12, 25, 26, 30, 38, 50, 63, 70, 93, 111, 122, 160, 201, 225, 272, 273, 274, 286, 287, 288, 292, 293, 294, 308, 374, 402, 410, 440, 441, 442, 447, 480</p>
5. Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, integer chips, algebra tiles, and even pencil and paper, to digital tools, such as graphing calculators, Online Math Tools, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p>SE: 12, 13, 25, 122, 128, 286, 287, 288, 292, 293, 294, 308, 402, 410, 440, 441, 442, 447, 480</p>
6. Attend to precision.	<p>Students are expected to use mathematical terms and symbols with precision. Key terms are highlighted in each lesson and important concepts presented in the Concept Summary. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <p>SE: 18, 20, 45, 51, 106, 146, 147, 168, 182, 201, 236, 308, 327, 391, 392, 435, 455, 456, 461, 468, 469, 470, 478, 479, 480, 484, 485, 486, 490, 491, 492</p>
7. Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. For example, as students mature in their mathematical thinking, they see structure when working with problems that can be represented with the Distributive Property. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p>SE: 19, 38, 44, 57, 58, 62, 90, 123, 177, 200, 218, 242, 248, 250, 266, 272, 274, 454</p>

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8. Look for and express regularity in repeated reasoning.	Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. SE: 99, 182, 200, 206, 207, 218, 219, 220, 225, 403, 404, 470, 475
Grade 7 Content Standards	
Ratios and Proportional Relationships 7.RP	
A. Analyze proportional relationships and use them to solve real-world and mathematical problems.	
1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{\frac{1}{2}}{\frac{1}{4}}$ miles per hour, equivalently 2 miles per hour.</i>	SE: 89-94, 95-100, 131-134 TE: 89A-94B, 95A-100B, 131-134
2. Recognize and represent proportional relationships between quantities.	SE: 101-106, 107-112, 119-124, 131-134, 143-148, 149-154, 155-160, 185-188, 331-338, 357-360, 375-380, 417-422 TE: 101A-106B, 107A-112B, 119A-124B, 131-134, 143A-143B, 149A-149B, 155A-160B, 185-188, 331A-338B, 375A-380B, 417-422
a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table, or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	SE: 101-106, 119-124, 131-134, 143-148, 185-188 TE: 101A-106B, 119A-124B, 131-134, 143A-143B, 185-188
b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	SE: 107-112, 119-124, 131-134, 143-148, 185-188 TE: 107A-112B, 119A-124B, 143-148, 143A-143B, 185-188
c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i>	SE: 107-112, 131-134, 149-154, 155-160, 185-188, 331-338, 357-360, 375-380, 417-422 TE: 107A-112B, 131-134, 149A-149B, 155A-160B, 185-188, 331A-338B, 375A-380B, 417-422

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<p>d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p>	<p>SE: 119-124, 131-134 TE: 119A-124B, 131-134</p>
<p>3. Use proportional relationships to solve multi-step ratio, rate, and percent problems. For example: simple interest, tax, price increases and discounts, gratuities and commissions, fees, percent increase and decrease, percent error.</p>	<p>SE: 89-94 95-100, 125-130, 131-134, 143-148, 149-154, 155-160, 163-168, 173-178, 179-184, 185-188 TE: 89A-94B, 95A-100B, 125A-130B, 131-134, 143A-143B, 149A-149B, 155A-160B, 163A-168B, 173A-178B, 179A-184B, 185-188</p>
The Number System	7.NS
A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	
<p>1. Apply and extend previous understandings of addition and subtraction to add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p>	<p>SE: 9-14, 21-26, 27-32, 33-38, 75-80 TE: 9A-14B, 21A-26B, 27A-32B, 33A-38B, 75-80</p>
<p>a. Describe situations in which opposite quantities combine to make zero. For example: A hydrogen atom has zero charge because its two constituents are oppositely charged; If you open a new bank account with a deposit of \$30 and then withdraw \$30, you are left with a \$0 balance.</p>	<p>SE: 9-14, 75-80 TE: 9A-14B, 75-80</p>
<p>b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p>	<p>SE: 21-26, 33-38, 75-80 TE: 21A-26B, 33A-38B, 75-80</p>
<p>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>	<p>SE: 27-32, 33-38, 75-80 TE: 27A-32B, 33A-38B, 75-80</p>
<p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p>	<p>SE: 21-26, 27-32, 33-38, 75-80 TE: 21A-26B, 27A-32B, 33A-38B, 75-80</p>

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2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide integers and other rational numbers.	SE: 15-20, 41-46, 47-52, 53-58, 59-64, 75-80 TE: 15A-20B, 41A-46B, 47A-52B, 53A-58B, 59A-64B, 75-80
a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	SE: 41-46, 47-52, 75-80 TE: 41A-46B, 47A-52B, 75-80
b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	SE: 53-58, 59-64, 75-80 TE: 53A-58B, 59A-64B, 75-80
c. Apply properties of operations as strategies to multiply and divide rational numbers.	SE: 41-46, 47-52, 53-58, 59-64, 75-80 TE: 41A-46B, 47A-52B, 53A-58B, 59A-64B, 75-80
d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	SE: 15-20, 75-80 TE: 15A-20B, 75-80
3. Solve real-world and mathematical problems involving the four operations with integers and other rational numbers.	SE: 65-70, 75-80, 481-486, 487-492, 493-498 TE: 65A-70B, 75-80, 481A-486B, 487A-492B, 493-498
Expressions and Equations	7.EE
A. Use properties of operations to generate equivalent expressions.	
1. Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x + 1)$ and $-3(x - \frac{5}{3}) = -3x + 5$.	SE: 203-208, 209-214, 215-220, 221-226, 233-238, 239-244, 251-254 TE: 203A-208B, 209A-214B, 215A-220B, 221A-226B, 233A-238B, 239A-244B, 251-254

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<p>2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.</p> <p>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.” A shirt at a clothing store is on sale for 20% off the regular price, “p”. The discount can be expressed as $0.2p$. The new price for the shirt can be expressed as $p - 0.2p$ or $0.8p$.</p>	<p>SE: 215-220, 221-226, 233-238, 239-244, 245-250, 251-254</p> <p>TE: 215A-220B, 221A-226B, 233A-238B, 239A-244B, 245A-250B, 251-254</p>
B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
<p>3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p> <p>For example, if a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; This estimate can be used as a check on the exact computation.</p>	<p>SE: 65-70, 75-80, 197-202, 251-254, 269-274, 275-280, 311-314, 331-338, 357-360, 369-374, 387-392, 417-422, 465-470, 481-486, 487-492, 493-498</p> <p>TE: 65A-70B, 75-80, 197A-202B, 251-254, 269A-274B, 275A-280B, 311-314, 331A-338B, 357-360, 369A-374B, 387A-392B, 417-422, 465A-470B, 481A-486B, 487A-492B, 493-498</p>
<p>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p>	<p>SE: 197-202, 251-254, 263-268, 269-274, 275-280, 283-288, 289-294, 299-304, 305-310, 311-314, 457-462, 465-470, 481-486, 487-492, 493-498</p> <p>TE: 197A-202B, 251-254, 263A-263B, 269A-274B, 275A-280B, 283A-288B, 289A-294B, 299A-304B, 305A-310B, 311-314, 457A-462B, 465A-470B, 481A-486B, 487A-492B, 493-498</p>
<p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x \div q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p> <p>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p>	<p>SE: 197-202, 251-254, 263-268, 269-274, 275-280, 311-314, 457-462, 465-470, 481-486, 487-492, 493-498</p> <p>TE: 197A-202B, 251-254, 263A-263B, 269A-274B, 275A-280B, 311-314, 457A-462B, 465A-470B, 481A-486B, 487A-492B, 493-498</p>

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<p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p> <p>For example, as a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>	<p>SE: 283-288, 289-294, 299-304, 305-310, 311-314</p> <p>TE: 283A-288B, 289A-294B, 299A-304B, 305A-310B, 311-314</p>
<p>c. Extend analysis of patterns to include analyzing, extending, and determining an expression for simple arithmetic and geometric sequences (e.g., compounding, increasing area), using tables, graphs, words, and expressions.</p>	<p>This standard is outside the scope of enVision, ©2021</p>
Geometry	7.G
A. Draw, construct, and describe geometrical figures and describe the relationships between them.	
<p>1. Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>	<p>SE: 431-436, 493-498</p> <p>TE: 431A-436B, 493-498</p>
<p>2. Draw (freehand, with ruler and protractor, and with technology) two-dimensional geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p>	<p>SE: 437-442, 443-450, 493-498</p> <p>TE: 437A-424B, 443A-450B, 493-498</p>
<p>3. Describe the shape of the two-dimensional face of the figure that results from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p>	<p>SE: 475-480, 493-498</p> <p>TE: 475A-480B, 493-498</p>
B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	
<p>4. Circles and measurement:</p>	<p>SE: 457-462, 465-470, 493-498</p> <p>TE: 457A-462B, 465A-470B, 493-498</p>

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a. Know that a circle is a two-dimensional shape created by connecting all of the points equidistant from a fixed point called the center of the circle.	SE: 457-462, 465-470, 493-498 TE: 457A-462B, 465A-470B, 493-498
b. Understand and describe the relationships among the radius, diameter, circumference and circumference of a circle.	SE: 457-462, 465-470, 493-498 TE: 457A-462B, 465A-470B, 493-498
c. Understand and describe the relationship among the radius, diameter, and area of a circle.	SE: 457-462, 465-470, 493-498 TE: 457A-462B, 465A-470B, 493-498
d. Know the formulas for the area and circumference of a circle and use them to solve problems.	SE: 457-462, 465-470, 493-498 TE: 457A-462B, 465A-470B, 493-498
e. Give an informal derivation of the relationship between the circumference and area of a circle.	SE: 457-462, 465-470, 493-498 TE: 457A-462B, 465A-470B, 493-498
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write simple equations and use them to solve for an unknown angle in a figure.	SE: 451-456, 493-498 TE: 451A-456B, 493-498
6. Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	SE: 481-486, 487-492, 493-498 TE: 481A-486B, 487A-492B, 493-498

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Statistics and Probability 7.SP	
A. Use random sampling to draw inferences about a population.	
<p>1. Understand that statistics can be used to gain information about a population by examining a sample of the population; Generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>2.</p>	<p>SE: 323-330, 331-338, 357-360</p> <p>TE: 323A-330B, 331A-338B, 357-360</p>
<p>3. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p> <p>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</p>	<p>SE: 331-338, 357-360</p> <p>TE: 331A-338B, 357-360</p>
B. Draw informal comparative inferences about two populations.	
<p>4. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p> <p>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team and both distributions have similar variability (mean absolute deviation) of about 5 cm. The difference between the mean heights of the two teams (10 cm) is about twice the variability (5 cm) on either team. On a dot plot, the separation between the two distributions of heights is noticeable.</p>	<p>SE: 341-346, 347-352, 357-360</p> <p>TE: 341A-346B, 347A-352B, 357-360</p>
<p>5. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p> <p>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</p>	<p>SE: 341-346, 347-352, 357-360</p> <p>TE: 341A-346B, 347A-352B, 357-360</p>

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C. Investigate chance processes and develop, use, and evaluate probability models.	
<p>6. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	<p>SE: 369-374, 417-422 TE: 369A-374B, 417-422</p>
<p>7. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p>	<p>SE: 375-380, 381-386, 417-422 TE: 375A-380B, 381A-386B, 417-422</p>
<p>8. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p>	<p>SE: 381-386, 387-392, 417-422 TE: 381A-386B, 387A-392B, 417-422</p>
<p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p>	<p>SE: 381-386, 387-392, 417-422 TE: 381A-386B, 387A-392B, 417-422</p>
<p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p>	<p>SE: 387-392, 417-422 TE: 387A-392B, 417-422</p>

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<p>9. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p>	<p>SE: 399-404, 405-410, 411-416, 417-422 TE: 399A-404B, 405A-410B, 411A-416B, 417-422</p>
<p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p>	<p>SE: 405-410, 417-422 TE: 405A-410B, 417-422</p>
<p>b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p>	<p>SE: 399-404, 417-422 TE: 399A-404B, 417-422</p>
<p>c. Design and use a simulation to generate frequencies for compound events.</p> <p>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least four donors to find one with type A blood?</p>	<p>SE: 411-416, 417-422 TE: 411A-416B, 417-422</p>

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Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	<p>enVision Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages online. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <p>SE: 92, 93, 126, 150, 192, 204, 235, 243, 320, 330, 413, 438, 443, 444, 457</p>
2. Reason abstractly and quantitatively.	<p>enVision Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p>SE: 14, 18, 20, 24, 50, 74, 98, 104, 112, 113, 130, 137, 180, 194, 224, 248, 276, 286, 319, 324, 326, 340, 348, 355, 374, 419, 438, 442</p>
3. Construct viable arguments and critique the reasoning of others.	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program explicitly call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own process and those of others.</p> <p>SE: 18, 19, 24, 30, 32, 36, 38, 46, 51, 56, 58, 62, 73, 111, 113, 132, 150, 169, 174, 193, 200, 228, 248, 271, 276, 284, 286, 290, 340, 349, 374, 375, 398, 437</p>

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4. Model with mathematics.	<p>Students using enVision Mathematics explicitly use mathematical modeling in each Topic during the 3-Act Math lesson. The Visual Learning Bridge also often presents real-world situations, demonstrating how these problems can be modeled mathematically.</p> <p>SE: 26, 46, 94, 98, 99, 125, 137, 138, 143, 148, 149, 168, 174, 175, 176, 193, 204, 205, 206, 222, 223, 242, 276, 277, 278, 292, 312, 313, 318, 319, 320, 331, 341, 342, 349, 354, 355, 356, 406, 418</p>
5. Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, integer chips, algebra tiles, and even pencil and paper, to digital tools, such as graphing calculators, Online Math Tools, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p>SE: 94, 144, 148, 149, 174, 175, 176, 204, 205, 206, 223, 276, 277, 278, 312, 313, 318, 319, 320, 341, 342, 354, 355, 356</p>
6. Attend to precision.	<p>Students are expected to use mathematical terms and symbols with precision. Key terms are highlighted in each lesson and important concepts presented in the Concept Summary. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <p>SE: 12, 25, 31, 36, 56, 57, 286, 354, 361, 362, 363, 364, 368, 369, 370, 375, 376, 399, 400, 404, 405, 406, 419, 436, 437, 438, 442, 443, 444, 450, 451, 452, 456, 457, 458</p>
7. Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. For example, as students mature in their mathematical thinking, they see structure when working with problems that can be represented with the Distributive Property. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p>SE: 12, 52, 72, 93, 99, 104, 105, 111, 136, 148, 169, 170, 198, 242, 270, 285, 361, 398, 404, 412, 450</p>

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8. Look for and express regularity in repeated reasoning.	Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. SE: 31, 45, 51, 63, 131, 250, 291, 330, 399, 405, 413, 457
Content Standards	
The Number System 8.NS	
A. Know that there are numbers that are not rational, and approximate them by rational numbers.	
1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion. For rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	SE: 9-14, 15-20, 75-80 TE: 9A-14B, 15A-20B, 75-80
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$ show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	SE: 21-26, 75-80 TE: 21A-26B, 75-80
Expressions and Equations 8.EE	
A. Work with radicals and integer exponents.	
1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = \frac{1}{3^3} = \frac{1}{27}$.	SE: 41-46, 47-52, 75-80 TE: 41A-46B, 47A-52B, 75-80
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	SE: 27-32, 33-38, 75-80 TE: 27A-32B, 33A-38B, 75-80

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<p>3. Use numbers expressed in the form of a single digit multiplied by an integer power of 10 to estimate very large or very small quantities, and express how many times as much one is than the other.</p> <p>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</p>	<p>SE: 53-58, 75-80</p> <p>TE: 53A-58B, 75-80</p>
<p>4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p>	<p>SE: 59-64, 69-74, 75-80</p> <p>TE: 59A-64B, 69A-74B, 75-80</p>
B. Understand the connections between proportional relationships, lines, and linear equations.	
<p>5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p> <p>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</p>	<p>SE: 121-126, 151-156</p> <p>TE: 121A-126B, 151-156</p>
<p>6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p>	<p>SE: 127-132, 133-138, 139-144, 145-150, 151-156</p> <p>TE: 127A-132B, 133A-138B, 139A-144B, 145A-150B, 151-156</p>
C. Analyze and solve linear equations and pairs of simultaneous linear equations.	
<p>7. Solve linear equations in one variable.</p>	<p>SE: 89-94, 95-100, 101-106, 107-114, 151-156</p> <p>TE: 89A-94B, 95A-100B, 101A-106B, 107A-114B, 151-156</p>

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<p>a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).</p>	<p>SE: 107-114, 151-156</p> <p>TE: 107A-114B, 151-156</p>
<p>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	<p>SE: 89-94, 95-100, 101-106, 151-156</p> <p>TE: 89A-94B, 95A-100B, 101A-106B, 151-156</p>
<p>8. Analyze and solve pairs of simultaneous linear equations.</p>	<p>SE: 267-272, 273-278, 281-286, 287-292, 297-300</p> <p>TE: 267A-272B, 273A-273B, 281A-286B, 287A-292B, 297-300</p>
<p>a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p>	<p>SE: 273-278, 297-300</p> <p>TE: 273A-273B, 297-300</p>
<p>b. Solve systems of two linear equations in two variables algebraically (using substitution and elimination strategies), and estimate solutions by graphing the equations. Solve simple cases by inspection.</p> <p>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</p>	<p>SE: 267-272, 281-286, 287-292, 297-300</p> <p>TE: 267A-272B, 281A-286B, 287A-292B, 297-300</p>
<p>c. Solve real-world and mathematical problems leading to two linear equations in two variables.</p> <p>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</p>	<p>SE: 267-272, 273-278, 281-286, 287-292, 297-300</p> <p>TE: 267A-272B, 273A-273B, 281A-286B, 287A-292B, 297-300</p>

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Functions 8.F	
A. Define, evaluate, and compare functions.	
<p>1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>	<p>SE: 165-170, 171-176, 207-210 TE: 165A-170B, 171A-176B, 207-210</p>
<p>2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</p>	<p>SE: 177-182, 189-194, 207-210 TE: 177A-182B, 189A-194B, 207-210</p>
<p>3. Interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1, 1), (2, 4) and (3, 9), which are not on a straight line.</p>	<p>SE: 177-182, 207-210, 225-230, 231-236, 255-258 TE: 177A-182B, 207-210, 225A-230B, 231A-236B, 255-258</p>
B. Use functions to model relationships between quantities.	
<p>4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p>	<p>SE: 189-194, 207-210, 225-230, 231-236, 255-258 TE: 189A-194B, 207-210, 225A-230B, 231A-236B, 255-258</p>
<p>5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>	<p>SE: 195-200, 201-206, 207-210 TE: 195A-200B, 201A-206B, 207-210</p>

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Geometry	8.G
A. Understand congruence and similarity using physical models, transparencies, or geometry software.	
<p>1. Verify experimentally the properties of rotations, reflections, and translations:</p>	<p>SE: 309-314, 315-320, 321-326, 327-332, 377-382</p> <p>TE: 309A-314B, 315A-320B, 321A-326B, 327A-332B, 377-382</p>
<p>a. Lines are transformed to lines, and line segments to line segments of the same length.</p>	<p>SE: 309-314, 315-320, 321-326, 327-332, 377-382</p> <p>TE: 309A-314B, 315A-320B, 321A-326B, 327A-332B, 377-382</p>
<p>b. Angles are transformed to angles of the same measure.</p>	<p>SE: 309-314, 315-320, 321-326, 327-332, 377-382</p> <p>TE: 309A-314B, 315A-320B, 321A-326B, 327A-332B, 377-382</p>
<p>c. Parallel lines are transformed to parallel lines.</p>	<p>SE: 309-314, 315-320, 321-326, 327-332, 377-382</p> <p>TE: 309A-314B, 315A-320B, 321A-326B, 327A-332B, 377-382</p>
<p>2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Given two congruent figures, describe a sequence that exhibits the congruence between them.</p>	<p>SE: 337-342, 377-382</p> <p>TE: 337A-342B, 377-382</p>
<p>3. Describe the effects of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p>	<p>SE: 309-314, 315-320, 321-326, 327-332, 337-342, 345-350, 351-356, 377-382</p> <p>TE: 309A-314B, 315A-320B, 321A-326B, 327A-332B, 337A-342B, 345A-350B, 351A-356B, 377-382</p>
<p>4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p>	<p>SE: 345-350, 351-356, 377-382</p> <p>TE: 345A-350B, 351A-356B, 377-382</p>

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<p>5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</p>	<p>SE: 357-364, 365-370, 371-376, 377-382 TE: 357A-364B, 365A-370B, 371A-376B, 377-382</p>
B. Understand and apply the Pythagorean Theorem.	
<p>6. a. Understand the relationship among the sides of a right triangle.</p>	<p>SE: 395-400, 401-406, 421-424 TE: 395A-400B, 401A-406B, 421-424</p>
<p>b. Analyze and justify the Pythagorean Theorem and its converse using pictures, diagrams, narratives, or models.</p>	<p>SE: 395-400, 401-406, 421-424 TE: 395A-400B, 401A-406B, 421-424</p>
<p>7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p>	<p>SE: 395-400, 401-406, 409-414, 421-424 TE: 395A-400B, 401A-406B, 409A-414B, 421-424</p>
<p>8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>	<p>SE: 415-420, 421-424 TE: 415A-420B, 421-424</p>
C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	
<p>9. Know the formulas for the volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.</p>	<p>SE: 433-438, 439-444, 447-452, 453-458, 463-466 TE: 433A-438B, 439A-444B, 447A-452B, 453A-458B, 463-466</p>
A. Investigate patterns of association in bivariate data.	
<p>1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>	<p>SE: 219-224, 255-258 TE: 219A-224B, 255-258</p>

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<p>2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line.</p>	<p>SE: 225-230, 255-258 TE: 225A-230B, 255-258</p>
<p>3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</p>	<p>SE: 231-236, 255-258 TE: 231A-236B, 255-258</p>
<p>4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</p>	<p>SE: 239-244, 245-250, 255-258 TE: 239A-244B, 245A-250B, 255-258</p>

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