

Prentice Hall Connected Mathematics 2, 8th Grade Units © 2006
Correlated to:
Michigan Grade Level Content Expectations (GLCE), Mathematics
(Grade 8)

MICHIGAN MATHEMATIC GRADE LEVEL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
NUMBER AND OPERATIONS	
Understand real number concepts	
N.ME.08.01 Understand the meaning of a square root of a number and its connection to the square whose area is the number; understand the meaning of a cube root and its connection to the volume of a cube.	SE: <i>Looking for Pythagoras</i> Investigation 2 (19-30)
	TG: <i>Looking for Pythagoras</i> Investigation 2 (34-50)
	TR: Transparencies 2.1, 2.2, 2.3; Labsheets 2.1, 2.3; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
N.ME.08.02 Understand meanings for zero and negative integer exponents.	SE: <i>Growing, Growing, Growing</i> Investigation 5 (59-73)
	TG: <i>Growing, Growing, Growing</i> Investigation 5 (98-117)
	TR: Transparencies 5.1A, 5.1B, 5.2A, 5.2B; Labsheets 5.1; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
N.ME.08.03 Understand that in decimal form, rational numbers either terminate or eventually repeat, and that calculators truncate or round repeating decimals; locate rational numbers on the number line; know fraction forms of common repeating decimals, e.g., $0.1 = \frac{1}{9}$; $0.3 = \frac{1}{3}$.	SE: <i>Looking for Pythagoras</i> Investigation 4 (46-64)
	TG: <i>Looking for Pythagoras</i> Investigation 4 (73-96)
	TR: Transparencies 4.1, 4.2, 4.3, 4.4; Labsheets 4.1, 4.4, Dot Paper; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources

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N.ME.08.04 Understand that irrational numbers are those that cannot be expressed as the quotient of two integers, and cannot be represented by terminating or repeating decimals; approximate the position of familiar irrational numbers, e.g., $\sqrt{2}$, $\sqrt{3}$, π , on the number line.	SE: <i>Looking for Pythagoras</i> Investigation 2 (19-30), Investigation 4 (46-64)
	TG: <i>Looking for Pythagoras</i> Investigation 2 (34-50), Investigation 4 (73-96)
	TR: Transparencies 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4; Labsheets 2.1, 2.3, 4.1, 4.4, Dot Paper; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
N.FL.08.05 Estimate and solve problems with square roots and cube roots using calculators.	SE: <i>Looking for Pythagoras</i> Investigation 2 (19-30), Investigation 3 (31-45), Investigation 4 (46-64)
	TG: <i>Looking for Pythagoras</i> Investigation 2 (34-50), Investigation 3 (51-72), Investigation 4 (73-96)
	TR: Transparencies 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4; Labsheets 2.1, 2.3, 3.2A-C, 3.3, 4.1, 4.4, Dot Paper; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM

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N.FL.08.06 Find square roots of perfect squares and approximate the square roots of non-perfect squares by locating between consecutive integers, e.g., $\sqrt{130}$ is between 11 and 12.	SE: <i>Looking for Pythagoras</i> Investigation 2 (19-30)
	TG: <i>Looking for Pythagoras</i> Investigation 2 (34-50)
	TR: Transparencies 2.1, 2.2, 2.3; Labsheets 2.1, 2.3; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
Solve problems	
N.MR.08.07 Understand percent increase and percent decrease in both sum and product form, e.g., 3% increase of a quantity x is $x + .03x = 1.03x$.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: <i>Growing, Growing, Growing</i> Investigation 3 (33-47), Investigation 4 (48-58)
	TG: <i>Growing, Growing, Growing</i> Investigation 3 (61-79), Investigation 4 (80-97)
	TR: Transparencies 4.1, 4.2; Labsheets; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
N.MR.08.08 Solve problems involving percent increases and decreases.	SE: <i>Growing, Growing, Growing</i> Investigation 3 (33-47), Investigation 4 (48-58)
	TG: <i>Growing, Growing, Growing</i> Investigation 3 (61-79), Investigation 4 (80-97)
	TR: Transparencies 4.1, 4.2; Labsheets; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources

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N.FL.08.09 Solve problems involving compounded interest or multiple discounts.	SE: <i>Growing, Growing, Growing</i> Investigation 3 (33-47)
	TG: <i>Growing, Growing, Growing</i> Investigation 3 (61-79)
	TR: Transparencies; Labsheets; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
N.MR.08.10 Calculate weighted averages such as course grades, consumer price indices, and sports ratings.	
N.FL.08.11 Solve problems involving ratio units, such as miles per hour, dollars per pound, or persons per square mile.*	<i>Opportunities to address this standard can be found on the following pages:</i> SE: <i>Thinking with Mathematical Models</i> Investigation 2 (24-46), Investigation 3 (47-61)
	TG: <i>Thinking with Mathematical Models</i> Investigation 2 (37-60), Investigation 3 (61-80)
	TR: Transparencies 2.1A, 2.1B, 2.2A, 2.2B, 2.3, 3.1A, 3.1B, 3.2A, 3.2B; Labsheets 2ACE Exercise 3; Unit Test; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM

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ALGEBRA	
Understand the concept of non-linear functions using basic examples	
A.RP.08.01 Identify and represent linear functions, quadratic functions, and other simple functions including inversely proportional relationships ($y = k/x$); cubics ($y = ax^3$); roots ($y = \sqrt{x}$); and exponentials ($y = ax, a > 0$); using tables, graphs, and equations.*	SE: <i>Growing, Growing, Growing</i> Investigation 1 (5-19), Investigation 2 (20-32), Investigation 3 (33-47), Investigation 4 (48-58), Investigation 5 (59-73); <i>Thinking with Mathematical Models</i> Investigation 1 (5-23), Investigation 2 (24-46), Investigation 3 (47-61); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 1 (5-18), Investigation 2 (19-39), Investigation 3 (40-54), Investigation 4 (55-79); <i>The Shapes of Algebra</i> Investigation 3 (37-51), Investigation 4 (52-68); <i>Say It With Symbols</i> Investigation 2 (23-36), Investigation 3 (37-55), Investigation 4 (56-71), Investigation 5 (72-84)
	TG: <i>Growing, Growing, Growing</i> Investigation 1 (19-43), Investigation 2 (44-60), Investigation 3 (61-79), Investigation 4 (80-97), Investigation 5 (98-117); <i>Thinking with Mathematical Models</i> Investigation 1 (15-36), Investigation 2 (37-60), Investigation 3 (61-80); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 1 (19-45), Investigation 2 (46-86), Investigation 3 (88-114), Investigation 4 (115-157); <i>The Shapes of Algebra</i> Investigation 3 (55-74), Investigation 4 (75-98); <i>Say It With Symbols</i> Investigation 2 (44-62), Investigation 3 (64-92), Investigation 4 (93-114), Investigation 5 (115-131)

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	<p>TR: <i>Growing, Growing, Growing</i> Transparencies 1.1, 1.2A, 1.2B, 1.3A, 1.3B, 1.4, 2.1, 2.3, 4.1, 4.2, 5.1A, 5.1B, 5.2A, 5.2B; Labsheets 1.2, 5.1; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Thinking with Mathematical Models</i> Transparencies 1.1, 1.3, 2.1A, 2.1B, 2.2A, 2.2B, 2.3, 3.1A, 3.1B, 3.2A, 3.2B; Labsheets 2ACE Exercise 3; Unit Test; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Frogs, Fleas, and Painted Cubes</i> Transparencies 1.2A-D, 1.3, 2.1A, 2.1B, 2.2, 2.3A, 2.3B, 2.5A, 2.5B, 3.1, 4.1, 4.2A, 4.2B, 4.3, 4.4; Labsheets 2.5, 3.3, 4.3A, 4.3B; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>The Shapes of Algebra</i> Transparencies 3.1A-C, 3.2A, 3.2B, 3.3, 4.1A, 4.1B, 4.2, 4.3; Labsheets 3.1, 3.3; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Say It With Symbols</i> Transparencies 4.3, 5.2, 5.3; Labsheets; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources</p>
	<p>TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM</p>
<p>A.PA.08.02 For basic functions, e.g., simple quadratics, direct and indirect variation, and population growth, describe how changes in one variable affect the others.</p>	<p>SE: <i>Growing, Growing, Growing</i> Investigation 1 (5-19), Investigation 2 (20-32), Investigation 4 (48-58), Investigation 5 (59-73); <i>Thinking with Mathematical Models</i> Investigation 1 (5-23), Investigation 2 (24-46), Investigation 3 (47-61); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 3 (40-54), Investigation 4 (55-79)</p>
	<p>TG: <i>Growing, Growing, Growing</i> Investigation 1 (19-43), Investigation 2 (44-60) Investigation 4 (80-97), Investigation 5 (98-117); <i>Thinking with Mathematical Models</i> Investigation 1 (15-36), Investigation 2 (37-60), Investigation 3 (61-80); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 3 (88-114), Investigation 4 (115-157)</p>

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	<p>TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM</p>
<p>A.PA.08.03 Recognize basic functions in problem context, e.g., area of a circle is πr^2, volume of a sphere is $\frac{4}{3} \pi r^3$, and represent them using tables, graphs, and formulas.</p>	<p>SE: <i>Growing, Growing, Growing</i> Investigation 2 (20-32); <i>Thinking with Mathematical Models</i> Investigation 1 (5-23), Investigation 3 (47-61); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 1 (5-18), Investigation 2 (19-39), Investigation 4 (55-79)</p>
	<p>TG: <i>Growing, Growing, Growing</i> Investigation 2 (44-60); <i>Thinking with Mathematical Models</i> Investigation 1 (15-36), Investigation 3 (61-80); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 1 (19-45), Investigation 2 (46-86), Investigation 4 (115-157)</p>

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A.RP.08.04 Use the vertical line test to determine if a graph represents a function in one variable.	
Understand and represent quadratic functions	
A.RP.08.05 Relate quadratic functions in factored form and vertex form to their graphs, and vice versa; in particular, note that solutions of a quadratic equation are the x-intercepts of the corresponding quadratic function.	SE: <i>Frogs, Fleas, and Painted Cubes</i> Investigation 2 (19-39), Investigation 4 (55-79)
	TG: <i>Frogs, Fleas, and Painted Cubes</i> Investigation 2 (46-86), Investigation 4 (115-157)
	TR: Transparencies 2.1A, 2.1B, 2.2, 2.3A, 2.3B, 2.5A, 2.5B, 4.1, 4.2A, 4.2B, 4.3, 4.4; Labsheets 2.5, 4.3A, 4.3B; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
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A.RP.08.06 Graph factorable quadratic functions, finding where the graph intersects the x-axis and the coordinates of the vertex; use words "parabola" and "roots"; include functions in vertex form and those with leading coefficient -1, e.g., $y = x^2 - 36$, $y = (x - 2)^2 - 9$; $y = -x^2$; $y = -(x - 3)^2$.	SE: <i>Frogs, Fleas, and Painted Cubes</i> Investigation 2 (19-39), Investigation 4 (55-79)
	TG: <i>Frogs, Fleas, and Painted Cubes</i> Investigation 2 (46-86), Investigation 4 (115-157)
	TR: Transparencies 2.1A, 2.1B, 2.2, 2.3A, 2.3B, 2.5A, 2.5B, 4.1, 4.2A, 4.2B, 4.3, 4.4; Labsheets 2.5, 4.3A, 4.3B; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
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Recognize, represent, and apply common formulas	
A.FO.08.07 Recognize and apply the common formulas: $(a + b)^2 = a^2 + 2ab + b^2$ $(a - b)^2 = a^2 - 2ab + b^2$ $(a + b)(a - b) = a^2 - b^2$; represent geometrically.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: <i>Frogs, Fleas, and Painted Cubes</i> Investigation 2 (19-39)
	TG: <i>Frogs, Fleas, and Painted Cubes</i> Investigation 2 (46-86)
	TR: Transparencies 2.1A, 2.1B, 2.2, 2.3A, 2.3B, 2.5A, 2.5B; Labsheets 2.5; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
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A.FO.08.08 Factor simple quadratic expressions with integer coefficients, e.g., $x^2 + 6x + 9$, $x^2 + 2x - 3$, and $x^2 - 4$; solve simple quadratic equations, e.g., $x^2 = 16$ or $x^2 = 5$ (by taking square roots); $x^2 - x - 6 = 0$, $x^2 - 2x = 15$ (by factoring); verify solutions by evaluation.	SE: <i>Frogs, Fleas, and Painted Cubes</i> Investigation 2 (19-39), Investigation 3 (40-54), Investigation 4 (55-79); <i>Say It With Symbols</i> Investigation 3 (37-55), Investigation 5 (72-84)
	TG: <i>Frogs, Fleas, and Painted Cubes</i> Investigation 2 (46-86), Investigation 3 (88-114), Investigation 4 (115-157); <i>Say It With Symbols</i> Investigation 3 (64-92), Investigation 5 (115-131)
	TR: <i>Frogs, Fleas, and Painted Cubes</i> Transparencies 2.1A, 2.1B, 2.2, 2.3A, 2.3B, 2.5A, 2.5B, 3.1, 4.1, 4.2A, 4.2B, 4.3, 4.4; Labsheets 2.5, 3.3, 4.3A, 4.3B; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Say It With Symbols</i> Transparencies 5.2, 5.3; Labsheets; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
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A.FO.08.09 Solve applied problems involving simple quadratic equations.	SE: <i>Frogs, Fleas, and Painted Cubes</i> Investigation 4 (55-79)
	TG: <i>Frogs, Fleas, and Painted Cubes</i> Investigation 4 (115-157)
	TR: <i>Frogs, Fleas, and Painted Cubes</i> Transparencies 4.1, 4.2A, 4.2B, 4.3, 4.4; Labsheets 4.3A, 4.3B; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
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Understand solutions and solve equations, simultaneous equations, and linear inequalities	
A.FO.08.10 Understand that to solve the equation $f(x) = g(x)$ means to find all values of x for which the equation is true, e.g., determine whether a given value, or values from a given set, is a solution of an equation (0 is a solution of $3x + 2 = 4x + 2$, but 1 is not a solution).	SE: <i>The Shapes of Algebra</i> Investigation 2 (24-36)
	TG: <i>The Shapes of Algebra</i> Investigation 2 (37-54)
	TR: Transparencies 2.1A, 2.1B, 2.2, 2.3A, 2.3B; Labsheets; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
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A.FO.08.11 Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.	SE: <i>The Shapes of Algebra</i> Investigation 2 (24-36), Investigation 3 (37-51), Investigation 4 (52-68), Investigation 5 (69-82)
	TG: <i>The Shapes of Algebra</i> Investigation 2 (37-54), Investigation 3 (55-74), Investigation 4 (75-98), Investigation 5 (100-122)
	TR: Transparencies 2.1A, 2.1B, 2.2, 2.3A, 2.3B, 3.1A-C, 3.2A, 3.2B, 3.3, 4.1A, 4.1B, 4.2, 4.3, 5.1A, 5.1B, 5.2, 5.3A-D, 5.4; Labsheets 3.1, 3.3, 5.1; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
A.FO.08.12 Solve linear inequalities in one and two variables, and graph the solution sets.	SE: <i>The Shapes of Algebra</i> Investigation 2 (24-36), Investigation 3 (37-51), Investigation 5 (69-82)
	TG: <i>The Shapes of Algebra</i> Investigation 2 (37-54), Investigation 3 (55-74), Investigation 5 (100-122)

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	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
A.FO.08.13 Set up and solve applied problems involving simultaneous linear equations and linear inequalities.	SE: <i>The Shapes of Algebra</i> Investigation 2 (24-36), Investigation 3 (37-51), Investigation 4 (52-68), Investigation 5 (69-82)
	TG: <i>The Shapes of Algebra</i> Investigation 2 (37-54), Investigation 3 (55-74), Investigation 4 (75-98), Investigation 5 (100-122)
	TR: Transparencies 2.1A, 2.1B, 2.2, 2.3A, 2.3B, 3.1A-C, 3.2A, 3.2B, 3.3, 4.1A, 4.1B, 4.2, 4.3, 5.1A, 5.1B, 5.2, 5.3A-D, 5.4; Labsheets 3.1, 3.3, 5.1; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
GEOMETRY	
Understand and use the Pythagorean Theorem	
G.GS.08.01 Understand at least one proof of the Pythagorean Theorem; use the Pythagorean Theorem and its converse to solve applied problems including perimeter, area, and volume problems.	SE: <i>Looking for Pythagoras</i> Investigation 3 (31-45), Investigation 4 (46-64)
	TG: <i>Looking for Pythagoras</i> Investigation 3 (51-72), Investigation 4 (73-96)
	TR: Transparencies 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4; Labsheets 3.2A-C, 3.3, 4.1, 4.4, Dot Paper; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources

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MICHIGAN MATHEMATIC GRADE LEVEL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
G.LO.08.02 Find the distance between two points on the coordinate plane using the distance formula; recognize that the distance formula is an application of the Pythagorean Theorem.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: <i>Looking for Pythagoras</i> Investigation 3 (31-45)
	TG: <i>Looking for Pythagoras</i> Investigation 3 (51-72)
	TR: Transparencies 3.2, 3.3, 3.4; Labsheets 3.2A-C, 3.3; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
Solve problems about geometric figures	
G.SR.08.03 Understand the definition of a circle; know and use the formulas for circumference and area of a circle to solve problems.	SE: <i>Looking for Pythagoras</i> Investigation 1 (5-18); <i>The Shapes of Algebra</i> Investigation 2 (24-36); <i>Say It With Symbols</i> Investigation 1 (5-22), Investigation 3 (37-55)
	TG: <i>Looking for Pythagoras</i> Investigation 1 (16-33); <i>The Shapes of Algebra</i> Investigation 2 (37-54); <i>Say It With Symbols</i> Investigation 1 (19-43), Investigation 3 (64-92)
	TR: <i>Looking for Pythagoras</i> Transparencies 1.1A, 1.1B, 1.2, 1.3; Labsheets 1.1, 1.2, 1.3, 1ACE Exercises 15-25; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>The Shapes of Algebra</i> Transparencies 2.1A, 2.1B, 2.2, 2.3A, 2.3B; Labsheets; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Say It With Symbols</i> Transparencies 1.1, 1.2, 1.3, 1.4; Labsheets 1.1, 1.3; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources

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	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
G.SR.08.04 Find area and perimeter of complex figures by sub-dividing them into basic shapes (quadrilaterals, triangles, circles).	SE: <i>Say It With Symbols</i> Investigation 1 (5-22), Investigation 4 (56-71)
	TG: <i>Say It With Symbols</i> Investigation 1 (19-43), Investigation 4 (93-114)
	TR: Transparencies 1.1, 1.2, 1.3, 1.4, 4.3; Labsheets 1.1, 1.3; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
G.SR.08.05 Solve applied problems involving areas of triangles, quadrilaterals, and circles.	SE: <i>Growing, Growing, Growing</i> Investigation 3 (33-47), Investigation 4 (48-58); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 1 (5-18)
	TG: <i>Growing, Growing, Growing</i> Investigation 3 (61-79), Investigation 4 (80-97); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 1 (19-45)
	TR: <i>Growing, Growing, Growing</i> Transparencies 4.1, 4.2; Labsheets; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Frogs, Fleas, and Painted Cubes</i> Transparencies 1.2A-D, 1.3; Labsheets; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM

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MICHIGAN MATHEMATIC GRADE LEVEL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Understand concepts of volume and surface area, and apply formulas	
G.SR.08.06 Know the volume formulas for generalized cylinders ((area of base) x height), generalized cones and pyramids ($\frac{1}{3}$ (area of base) x height), and spheres ($\frac{4}{3} \pi$ (radius) ³) and apply them to solve problems.	SE: <i>Kaleidoscopes, Hubcaps, and Mirrors</i> Investigation 1 (5-26), Investigation 3 (48-64); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 3 (40-54); <i>Looking for Pythagoras</i> Investigation 4 (46-64)
	TG: <i>Kaleidoscopes, Hubcaps, and Mirrors</i> Investigation 1 (18-42), Investigation 3 (74-96); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 3 (88-114); <i>Looking for Pythagoras</i> Investigation 4 (73-96)
	TR: <i>Kaleidoscopes, Hubcaps, and Mirrors</i> Transparencies 1.1A-C, 1.2, 1.3, 1.4A-C, 3.1A, 3.1B, 3.2, 3.3A, 3.3B, 3.4; Labsheets 1.1A, 1.1B, 1.2, 1.3, 1.4, 1ACE Exercises 2-9, 18-25, 28-30, 46, 50-53, 55, 57, 3.1, 3.2, 3.3, 3.4A, 3.4B, 3ACE Exercises 1-4; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Frogs, Fleas, and Painted Cubes</i> Transparencies 3.1; Labsheets 3.3; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Looking for Pythagoras</i> Transparencies 4.1, 4.2, 4.3, 4.4; Labsheets 4.1, 4.4, Dot Paper; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
G.SR.08.07 Understand the concept of surface area, and find the surface area of prisms, cones, spheres, pyramids, and cylinders.	SE: <i>Growing, Growing, Growing</i> Investigation 5 (59-73); <i>Thinking with Mathematical Models</i> Investigation 1 (5-23), Investigation 2 (24-46), Investigation 3 (47-61); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 3 (40-54), Investigation 4 (55-79); <i>Looking for Pythagoras</i> Investigation 3 (31-45), Investigation 4 (46-64); <i>The Shapes of Algebra</i> Investigation 3 (37-51)

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MICHIGAN MATHEMATIC GRADE LEVEL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TG: <i>Growing, Growing, Growing</i> Investigation 5 (98-117); <i>Thinking with Mathematical Models</i> Investigation 1 (15-36), Investigation 2 (37-60), Investigation 3 (61-80); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 3 (88-114), Investigation 4 (115-157); <i>Looking for Pythagoras</i> Investigation 3 (51-72), Investigation 4 (73-96); <i>The Shapes of Algebra</i> Investigation 3 (55-74)
	TR: <i>Growing, Growing, Growing</i> Transparencies 5.1A, 5.1B, 5.2A, 5.2B; Labsheets 5.1; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Thinking with Mathematical Models</i> Transparencies 1.1, 1.3, 2.1A, 2.1B, 2.2A, 2.2B, 2.3, 3.1A, 3.1B, 3.2A, 3.2B; Labsheets 2ACE Exercise 3; Unit Test; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Frogs, Fleas, and Painted Cubes</i> Transparencies 3.1, 4.1, 4.2A, 4.2B, 4.3, 4.4; Labsheets 3.3, 4.3A, 4.3B; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Looking for Pythagoras</i> Transparencies 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4; Labsheets 3.2A-C, 3.3, 4.1, 4.4, Dot Paper; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>The Shapes of Algebra</i> Transparencies 3.1A-C, 3.2A, 3.2B, 3.3; Labsheets 3.1, 3.3; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
Visualize solids	
G.SR.08.08 Sketch a variety of two-dimensional representations of three-dimensional solids including orthogonal views (top, front, and side), picture views (projective or isometric), and nets; use such two-dimensional representations to help solve problems.	SE: <i>Thinking with Mathematical Models</i> Investigation 1 (5-23); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 3 (40-54), Investigation 4 (55-79); <i>Looking for Pythagoras</i> Investigation 3 (31-45), Investigation 4 (46-64); <i>Say It With Symbols</i> Investigation 1 (5-22)

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MICHIGAN MATHEMATIC GRADE LEVEL CONTENT EXPECTATIONS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TG: <i>Thinking with Mathematical Models</i> Investigation 1 (15-36); <i>Frogs, Fleas, and Painted Cubes</i> Investigation 3 (88-114), Investigation 4 (115-157); <i>Looking for Pythagoras</i> Investigation 3 (51-72), Investigation 4 (73-96); <i>Say It With Symbols</i> Investigation 1 (19-43)
	TR: <i>Thinking with Mathematical Models</i> Transparencies 1.1, 1.3; Labsheets; Unit Test; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Frogs, Fleas, and Painted Cubes</i> Transparencies 3.1, 4.1, 4.2A, 4.2B, 4.3, 4.4; Labsheets 3.3, 4.3A, 4.3B; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Looking for Pythagoras</i> Transparencies 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4; Labsheets 3.2A-C, 3.3, 4.1, 4.4, Dot Paper; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources; <i>Say It With Symbols</i> Transparencies 1.1, 1.2, 1.3, 1.4; Labsheets 1.1, 1.3; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
Understand and apply concepts of transformation and symmetry	
G.TR.08.09 Understand the definition of a dilation from a point in the plane, and relate it to the definition of similar polygons.	SE: <i>Kaleidoscopes, Hubcaps, and Mirrors</i> Investigation 2 (27-47)
	TG: <i>Kaleidoscopes, Hubcaps, and Mirrors</i> Investigation 2 (44-73)
	TR: Transparencies 2.1A, 2.1B, 2.2A, 2.2B, 2.3A, 2.3B, 2.4A, 2.4B; Labsheets 2.1A-C, 2.2A, 2.2B, 2.3A, 2.3B, 2.4A, 2.4B, 2ACE Exercises 1-15, 30, 31, 33; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources

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	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
G.TR.08.10 Understand and use reflective and rotational symmetries of two-dimensional shapes and relate them to transformations to solve problems.	SE: <i>Kaleidoscopes, Hubcaps, and Mirrors</i> Investigation 1 (5-26), Investigation 2 (27-47), Investigation 4 (65-77), Investigation 5 (78-95)
	TG: <i>Kaleidoscopes, Hubcaps, and Mirrors</i> Investigation 1 (18-42), Investigation 2 (44-73), Investigation 4 (97-111), Investigation 5 (112-136)
	TR: Transparencies 1.1A-C, 1.2, 1.3, 1.4A-C, 2.1A, 2.1B, 2.2A, 2.2B, 2.3A, 2.3B, 2.4A, 2.4B, 4.1, 4.2A, 4.2B, 5.1A-C, 5.2A, 5.2B, 5.3A, 5.3B, 5.4; Labsheets 1.1A, 1.1B, 1.2, 1.3, 1.4, 1ACE Exercises 2-9, 18-25, 28-30, 46, 50-53, 55, 57, 2.1A-C, 2.2A, 2.2B, 2.3A, 2.3B, 2.4A, 2.4B, 2ACE Exercises 1-15, 30, 31, 33, 4.1, 4.2A, 4.2B, 4ACE Exercise 8, 5.1A, 5.1B, 5.2A, 5.2B, 5.2C, 5.3, 5.4, 5ACE Exercises 1-3, 5-15, 23; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
DATA AND PROBABILITY	
Draw, explain, and justify conclusions based on data	
D.AN.08.01 Determine which measure of central tendency (mean, median, mode) best represents a data set, e.g., salaries, home prices, for answering certain questions; justify the choice made.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: <i>Samples and Populations</i> Investigation 1 (5-25), Investigation 2 (26-46), Investigation 3 (47-61), Investigation 4 (62-80)
	TG: <i>Samples and Populations</i> Investigation 1 (19-51), Investigation 2 (52-74), Investigation 3 (76-94), Investigation 4 (95-109)

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	TR: Transparencies 1.1A-D, 1.2A, 1.2B, 1.3A-D, 1.4A-D, 2.1, 2.3A, 2.3B, 3.1A-F, 4.1, 4.2A, 4.2B, 4.3; Labsheets 1.1, 2.3A-C, 2.4A-D, 2ACE Exercise 29, 3.1A-D, 4.2, 4ACE Exercise 2, 4ACE Exercise 3, 4ACE Exercise 11; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
D.AN.08.02 Recognize practices of collecting and displaying data that may bias the presentation or analysis.	SE: <i>Samples and Populations</i> Investigation 2 (26-46), Investigation 3 (47-61)
	TG: <i>Samples and Populations</i> Investigation 2 (52-74), Investigation 3 (76-94)
	TR: Transparencies 2.1, 2.3A, 2.3B, 3.1A-F; Labsheets 2.3A-C, 2.4A-D, 2ACE Exercise 29, 3.1A-D; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
Understand probability concepts for simple and compound events	
D.PR.08.03 Compute relative frequencies from a table of experimental results for a repeated event. Interpret the results using relationship of probability to relative frequency.*	<i>Opportunities to address this standard can be found on the following pages:</i> SE: <i>Samples and Populations</i> Investigation 3 (47-61)
	TG: <i>Samples and Populations</i> Investigation 3 (76-94)
	TR: Transparencies 3.1A-F; Labsheets 3.1A-D; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM

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D.PR.08.04 Apply the Basic Counting Principle to find total number of outcomes possible for independent and dependent events, and calculate the probabilities using organized lists or tree diagrams.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: <i>Samples and Populations</i> Investigation 2 (26-46)
	TG: <i>Samples and Populations</i> Investigation 2 (52-74)
	TR: Transparencies 2.1, 2.3A, 2.3B; Labsheets 2.3A-C, 2.4A-D, 2ACE Exercise 29; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
D.PR.08.05 Find and/or compare the theoretical probability, the experimental probability, and/or the relative frequency of a given event.*	SE: <i>Samples and Populations</i> Investigation 2 (26-46), Investigation 3 (47-61)
	TG: <i>Samples and Populations</i> Investigation 2 (52-74), Investigation 3 (76-94)
	TR: Transparencies 2.1, 2.3A, 2.3B, 3.1A-F; Labsheets 2.3A-C, 2.4A-D, 2ACE Exercise 29, 3.1A-D; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM
D.PR.08.06 Understand the difference between independent and dependent events, and recognize common misconceptions involving probability, e.g., Alice rolls a 6 on a die three times in a row; she is just as likely to roll a 6 on the fourth roll as she was on any previous roll.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: <i>Samples and Populations</i> Investigation 2 (26-46)
	TG: <i>Samples and Populations</i> Investigation 2 (52-74)

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	TR: Transparencies 2.1, 2.3A, 2.3B; Labsheets 2.3A-C, 2.4A-D, 2ACE Exercise 29; Unit Test; Unit Project; Notebook Check; Self Assessment; Spanish Assessment Resources
	TECH: Calculators; Student Activity CD-ROM; PHSchool.com Web Code: apk-5500; LessonLab Online Courses (PHSchool.com/cmp2); ExamView CD-ROM; Teacher Express CD-ROM