CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**9-12**
COURSE TITLE:	**PreAlgebra**
COURSE CODE:	**1200300**
SUBMISSION TITLE:	**Bridges to Algebra and Geometry**
TITLE ID:	**9781578374405**
PUBLISHER:	**Cord Communications**
PUBLISHER ID:	**74-2646794-01**

*I/M = INDEPTH OR MENTIONED

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADRESSED IN MAJOR TOOL	I/M*	Committee Member Evaluation (Committee Member Use Only)				
					Thoroughly	Highly	Adequately	Minimally	Not At All
LA.1112.3.1.3	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		Math Labs at the end of each chapter allow for students to develop an organizational plan. They are encouraged to use spreadsheets and other forms of charts and tables to record information.	I					
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 7, 11, 16	I					
MA.6.S.6.1	Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data.	Low	Lesson 2.1	I					
MA.7.A.1.1	Distinguish between situations that are proportional or not proportional, and use proportions to solve problems.	High	Lessons 6.1, 6.2, 6.3	I					
MA.8.A.1.1	Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range, and the difference between discrete and continuous data.	High	Lessons 9.2, 9.3, 9.4	I					
MA.8.A.1.2	Interpret the slope and the x- and y-intercepts when graphing a linear equation for a real-world problem.	Moderate	Lessons 9.3, 9.4	I					
MA.8.A.1.5	Translate among verbal, tabular, graphical, and algebraic representations of linear functions.	Moderate	Lessons 9.3, 9.4, 9.5, 9.7	I					
MA.8.A.4.1	Solve literal equations for a specified variable.	Low	Lesson 4.6	I					
MA.8.A.6.1	Use exponents and scientific notation to write large and small numbers and vice versa and to solve problems.	Low	Lessons 8.1, 8.2, 8.3	I					
MA.8.A.6.4	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.	High	Lessons 1.4, 1.6, 3.3, 3.4, 3.5, 5.4, 5.5, 5.6, 7.2, 7.3, 8.1, 8.2, 8.3, 8.5	I					
MA.8.G.2.1	Use similar triangles to solve problems that include height and distances.	High	Lesson 11.1	I					
MA.8.G.2.2	Classify and determine the measure of angles, including angles created when parallel lines are cut by transversals.	Low	Lessons 10.2, 10.3	I					

Code	Description	Level	Lessons						
MA.8.G.2.3	Demonstrate that the sum of the angles in a triangle is 180-degrees and apply this fact to find unknown measure of angles and the sum of angles in polygons.	Moderate	Lessons 10.4, 10.5	I					
MA.8.G.2.4	Validate and apply Pythagorean Theorem to find distances in real world situations or between points in the coordinate plane.	Moderate	Lesson 8.6	I					
MA.8.G.5.1	Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.	High	Lessons 6.2, 8.4	I					
MA.8.S.3.1	Select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about possible relationships.	Moderate	Lessons 2.4, 9.2, 9.3, 9.4	I					
MA.912.A.1.1	Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers).	Low	Lessons 5.1, 5.2, 7.1, 8.1, 8.3, 8.5	I					
MA.912.A.1.2	Compare real number expressions.	Moderate	Lessons 1.1, 3.2, 5.7, 7.1,	I					
MA.912.A.1.3	Simplify real number expressions using the laws of exponents.	Low	Lessons 8.1, 8.2	I					
MA.912.A.1.4	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers) using multi-step and real-world problems.	Moderate	Lessons 1.4, 1.6, 3.3, 3.4, 3.5, 5.4, 5.5, 5.6, 7.2, 7.3, 8.1, 8.2, 8.3, 8.5	I					
MA.912.A.1.5	Use dimensional (unit) analysis to perform conversions between units of measure, including rates.	Moderate	Lesson 6.2	I					
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate	Lessons 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	I					
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate	Lessons 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	I					
MA.912.A.3.1	Solve linear equations in one variable that include simplifying algebraic expressions.	Moderate	Lessons 4.1, 4.2, 4.3, 4.4, 4.5	I					
MA.912.A.3.2	Identify and apply the distributive, associative, and commutative properties of real numbers and the properties of equality.	Moderate	Lessons 1.4, 1.6	I					
MA.912.A.4.1	Simplify monomials and monomial expressions using the laws of integral exponents.	Low	Lessons 8.1, 8.2	I					
MA.912.A.10.2	Decide whether a solution is reasonable in the context of the original situation.	Moderate	Lessons 1.5, 1.7, 1.8	I					
MA.912.A.10.4	Use counterexamples to show that statements are false.	High	not covered						
MA.912.P.1.1	Use counting principles, including the addition and the multiplication principles, to determine size of finite sample spaces and probabilities of events in those spaces.	High	Lessons 6.4, 6.5, 6.6, 6.7, 6.8	I					
MA.912.P.2.2	Determine probabilities of independent events.	Moderate	Lessons 6.5, 6.6, 6.7, 6.8	I					
MA.912.S.2.2	Apply the definition of random sample and basic types of sampling, including representative samples, stratified samples, censuses.	Moderate	Lesson 6.4	I					

			Committee Member Evaluation			
			(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY	**IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.** **The Examples can be from Student or Teacher Instructional Material.**	Strongly Agree	Agree	Disagree	Strongly Disagree
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.	Within each chapter, Cumulative Review sections are included. These sections apply the content learned in the chapter to various filed and occupations.				
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.	Besides the Cumulative Review sections listed above, each chapter includes a section of Math Labs. Each Math Lab poses a Problem Statement that is applicable to many industries.				
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.	Specific problem-solving strategies are presented to students in a reoccuring feature. Pages include 53, 111, 162, 202, 262, 312, 383, 432, 488, 551, 632, 680				
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.	Each lesson's exercises include a section of Think and Discuss questions. Students are encourage to work together on Math Labs in each chapter and use discussions to faciliate the end result of the Math Lab				
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.	Many of the student book examples include a hands-on activity for students to complete.				
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.	Exercises in each lesson include topics from a variety of industries and disciplines.				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.	Students are asked Critical Thinking questions throughout the lessons in the student text. They are asked to justify solution methods as part of traditional lessons such as solving equations.				

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ACCESS POINTS

SUBJECT:	Mathematics
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ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**
MA.6.S.6.In.a	Identify the categories with the largest and smallest numbers represented on a bar graph.	Lesson 2.5	I				
MA.6.S.6.Pa.a	Identify the largest set of objects, pictures, or symbols to 6 representing data in an object graph or pictograph.	Textbook goes beyond the scope of this standard. By the time a student reaches PreAlgebra it is assumed they can identify with numbers greater than 6.					
MA.6.S.6.Su.a	Identify the category with the largest number in a pictograph representing real-world situations.	Textbook goes beyond the scope of this standard. By the time a student reaches PreAlgebra it is assumed they can read a pictograph. Books uses bar graphs, not pictographs.					
MA.7.A.1.In.a	Solve real-world problems involving simple ratios, such as 2 to 1 or 1 to 3, using physical models, graphic representations, and charts.	Lesson 6.1	I				
MA.7.A.1.Pa.a	Solve a simple problem involving a 2 to 1 ratio using objects.	Lesson 6.1	I				
MA.7.A.1.Su.a	Solve real-world problems involving simple ratios, such as 2 to 1, using objects or pictures.	Lesson 6.1	I				
MA.8.A.1.In.a	Use information from physical models, diagrams, tables, and graphs to solve addition, subtraction, multiplication, and division number sentences (equations) based on real-world problems.	Lessons 4.1, 4.2, 4.3, 4.4, 4.5	I				

MA.8.A.1.In.b	Identify the relationship between two sets of related data, such as ordered number pairs in a table.	Lessons 9.1, 9.2, 9.3, 9.4, 9.7	I				
MA.8.A.1.In.c	Translate problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers and multiplication and division facts using information from physical and visual models, tables, and pictographs.	Lessons 4.1, 4.2, 4.3, 4.4, 4.5	I				
MA.8.A.1.Pa.a	Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none.	Various problems use comparitive language, such as in Lessons 5.7 and 5.8	M				
MA.8.A.1.Pa.b	Solve simple problems involving joining or separating sets of objects or pictures to 8.	Textbook goes beyond the scope of this standard. By the time a student reaches PreAlgebra it is assumed they can use numbers greater than 8.					
MA.8.A.1.Pa.c	Distinguish between the position of two objects, such as first and next.	Textbook goes beyond the scope of this standard.					
MA.8.A.1.Su.a	Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit and two-digit numbers.	Textbook uses this concept throughout the text, especially in Cumulative Review sections.	I				
MA.8.A.1.Su.b	Describe the relationship (1 more or 1 less) between two sets of related numbers.	Textbook goes beyond the scope of this standard.					
MA.8.A.1.Su.c	Translate real-world situations into number sentences (equations) involving addition and subtraction using information from physical and visual models, tables, and pictographs.	Lessons 4.1, 4.2, 4.3, 4.4, 4.5	I				
MA.8.A.4.In.a	Identify the meaning of the variables in stated formulas (literal equations) to solve problems involving area and perimeter.	Lesson 4.6	I				
MA.8.A.4.Pa.a	Identify a given quantity to 7 and add 1 more to solve problems.	Textbook goes beyond the scope of this standard.					
MA.8.A.4.Pa.b	Identify a given quantity to 8 and take away 1 to solve problems.	Textbook goes beyond the scope of this standard.					
MA.8.A.4.Su.a	Demonstrate how to determine the total length of all the sides (perimeter) of figures, such as rectangles, to solve problems.	Lesson 11.5	M				
MA.8.A.6.In.a	Express, represent, and use whole numbers to 1000 in various contexts.	Lessons 1.2, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8	I				

MA.8.A.6.In.c	Express, represent, and use fractions—including halves, fourths, thirds, eighths, and sixths—using whole objects or sets, number names, and numerals in various contexts.	Lessons 5.1, 5.2	I				
MA.8.A.6.In.d	Express, represent, and use percents—including 25%, 50%, 75%, and 100%—and decimals in the context of money.	Lessons 7.1, 7.2, 7.3	I				
MA.8.A.6.Pa.a	Identify quantity in sets to 8 using objects, pictures, symbols, or number names.	Textbook goes beyond the scope of this standard.					
MA.8.A.6.Pa.c	Recognize half and whole sets of objects to 8.	Textbook goes beyond the scope of this standard.					
MA.8.A.6.Su.a	Express, represent, and use whole numbers to 100 in various contexts.	Lessons 1.2, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8	I				
MA.8.A.6.Su.c	Express, represent, and use fractions—such as halves, fourths, and thirds—using whole objects or sets, pictures, number names, and numerals in various contexts.	Lessons 5.1, 5.2	I				
MA.8.A.6.Su.d	Identify percents including 50% and 100%.	Lessons 7.1, 7.2, 7.3	I				
MA.8.G.2.In.a	Identify triangles that are the same shape but different size (similar) using physical and visual models.	Lesson 11.1	I				
MA.8.G.2.In.b	Form intersecting lines and identify the angles as acute, obtuse, or right angles by matching to a model.	Lesson 10.2	I				
MA.8.G.2.In.c	Distinguish angles within triangles as acute, obtuse, or right angles using a right angle as a model.	Lesson 10.4	I				
MA.8.G.2.In.d	Locate the right angle and the side opposite the right angle (hypotenuse) in a right triangle.	Lesson 10.4	I				
MA.8.G.2.Pa.a	Recognize a triangle.	Lesson 10.4	I				
MA.8.G.2.Pa.b	Recognize corners and angles in two-dimensional shapes, including rectangles and triangles.	Lesson 10.4, 10.5	I				
MA.8.G.2.Pa.c	Recognize the longest side (hypotenuse) of a right triangle.	Lesson 10.4	M				
MA.8.G.2.Su.a	Match triangles that are the same shape but different size (similar) using physical models.	Lesson 11.1	I				
MA.8.G.2.Su.b	Identify angles formed by lines that cross (intersecting lines).	Lesson 10.3	I				
MA.8.G.2.Su.c	Identify the angles within a triangle.	Lesson 10.4	I				
MA.8.G.2.Su.d	Locate the right angle within a right triangle.	Lesson 10.4	M				

MA.8.G.5.In.a	Use tools, such as charts and technology, to convert measures within the same system, including money, length, time, and capacity. Lessons 6.2, 6.3, 8.4	I					
MA.8.G.5.Pa.a	Recognize tools used for measurement, such as clocks, calendars, and rulers. Lessons 10.2, 11.3	I					
MA.8.G.5.Su.a	Use tools, such as charts, to identify standard units of measurement for length, weight, capacity, and time. Lessons 6.2, 8.4	I					
MA.8.S.3.In.a	Organize data into categories, identify the labels, and display in bar and simple line graphs. Lessons 2.5, 2.6	I					
MA.8.S.3.Pa.a	Count the objects, pictures, or symbols used in a pictograph or chart and identify a total to 8. Textbook goes beyond the scope of this standard.						
MA.8.S.3.Su.a	Organize data in pictographs and match the labels for categories. Textbook goes beyond the scope of this standard.						
MA.912.A.1.In.a	Identify and use equivalent forms of fractions, such as halves, fourths, thirds, sixths, eighths, tenths, and sixteenths; decimals to the hundredths place; and percents, such as 25%, 50%, 75%, 100%, 33%, and 67%, using visual and numerical representation in real-world situations. Lessons 5.1, 5.2, 7.1	I					
MA.912.A.1.In.b	Identify examples of positive and negative whole numbers in real-world situations. Access point is mathemtically inaccurate. Assumed it was referring to positve and negative integers. Lesson 3.1	I					
MA.912.A.1.In.c	Determine the value of numbers to 10 with the exponents 2 and 3, such as 4^2 and 3^3, using physical and visual patterns. Lessons 8.1, 8.2	I					
MA.912.A.1.In.d	Compare and order numbers, including whole numbers, fractions, decimals, and percents, expressed in the same form to solve problems in real-world situations. Lessons 1.1, 5.3	I					
MA.912.A.1.In.e	Simplify fractions and decimals by reducing to lowest terms. Lessons 5.1	I					
MA.912.A.1.In.f	Simplify fractions greater than 1, such as 8/4, Lessons 5.1	I					
MA.912.A.1.In.g	Select the operation and solve two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key information and using visual representations. Textbook uses this concept throughout the text, especially in Cumulative Review sections.	I					

MA.912.A.1.In.h	Use tools, including charts and technology, to convert standard units of measurement within the same system, such as money, length, capacity, time, and weight.	Lessons 6.2, 8.4	I				
MA.912.A.1.Pa.a	Identify and express quantity in sets to 10 using objects, pictures, symbols, or number names.	Textbook goes beyond the scope of this standard.					
MA.912.A.1.Pa.b	Recognize half and whole sets of objects to 10.	Textbook goes beyond the scope of this standard.					
MA.912.A.1.Pa.c	Demonstrate one-to-one correspondence by counting objects or actions to 10.	Textbook goes beyond the scope of this standard.					
MA.912.A.1.Pa.d	Identify a given quantity to 9 and add 1 more to solve problems.	Textbook goes beyond the scope of this standard.					
MA.912.A.1.Pa.e	Identify a given quantity to 10 and take away 1 to solve problems.	Textbook goes beyond the scope of this standard.					
MA.912.A.1.Pa.f	Identify tools used for measurement, such as clocks, calendars, rulers, or gallon containers.	not covered					
MA.912.A.1.Su.a	Identify equivalent forms of fractions, such as halves, thirds, and fourths; percents, such as 50%, 33%, and 25%; and decimals in the context of money, using visual and numerical representation in real-world situations.	Lessons 5.1, 5.2, 7.1	I				
MA.912.A.1.Su.b	Identify the value of numbers to 5 with the exponent 2 using physical and visual models.	Lesson 8.1	I				
MA.912.A.1.Su.c	Compare and order whole numbers, fractions, including halves, fourths, thirds, and sixths; and decimals including .25, .50, .75, 1.00, in real-world situations.	Lesson 5.3	I				
MA.912.A.1.Su.d	Simplify whole numbers to 100 using place value and grouping with visual representation.	Lesson 1.1	M				
MA.912.A.1.Su.e	Use repeated addition of the same number to solve one-digit multiplication facts and repeated subtraction of the same number to solve one-digit division facts in real-world situations.	Textbook goes beyond the scope of this standard.					
MA.912.A.1.Su.f	Select the operation and solve one-step mathematical problems involving addition and subtraction of one-digit and two-digit numbers in real-world situations using physical and visual representations and problem-solving strategies, such as recognizing key information and symbols.	Textbook uses this concept throughout the text, especially in Cumulative Review sections.	I				

MA.912.A.1.Su.g	Use tools, such as simple charts and technology, to convert standard units of measurement within the same system, such as money, length, and capacity.	Lessons 6.2, 8.4	I				
MA.912.A.10.In.a	Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.	Textbook uses this concept throughout the text, especially in Cumulative Review sections.	I				
MA.912.A.10.In.b	Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.	Textbook uses this concept throughout the text, especially in Cumulative Review sections.	I				
MA.912.A.10.Pa.a	Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.	Textbook goes beyond the scope of this standard.					
MA.912.A.10.Su.a	Use visual and physical models as strategies for solving real-world mathematical problems.	Textbook uses this concept throughout the text, especially in Cumulative Review sections.	I				
MA.912.A.10.Su.b	Use resources, such as calculators, to verify accuracy of solutions to problems.	Textbook uses this concept throughout the text, especially in Cumulative Review sections.	I				
MA.912.A.2.In.a	Organize data from real-world situations into categories, identify the labels, and display in simple bar, line, and circle graphs.	Lessons 2.5, 2.6, 7.2	I				
MA.912.A.2.In.b	Interpret simple bar, line, and circle graphs representing data from real-world situations.	Lessons 2.5, 2.6, 7.2	I				
MA.912.A.2.Pa.a	Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.	Textbook goes beyond the scope of this standard.					
MA.912.A.2.Su.a	Organize data from real-world situations into categories, identify the labels, and display in pictographs and bar graphs.	Lesson 2.5	I				
MA.912.A.2.Su.b	Identify which categories have the largest, smallest, or the same amount in pictographs and bar graphs representing real-world situations.	Lesson 2.5	I				
MA.912.A.3.In.a	Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers representing problems in real-world situations.	Lessons 4.1, 4.2, 4.3, 4.4, 4.5	I				
MA.912.A.3.In.b	Use the commutative, associative, and equality properties of addition as strategies to solve equations involving real-world situations.	Lessons 1.4, 1.6, 4.1, 4.2, 4.3, 4.4, 4.5	I				

MA.912.A.3.In.c	Use the commutative and associative property of multiplication and the properties of one and zero for multiplication as strategies to solve equations involving real-world situations.	Lessons 1.4, 1.6, 4.1, 4.2, 4.3, 4.4, 4.5	I				
MA.912.A.3.Pa.a	Identify quantities to 9 or more and add 1 more in real-world situations.	Textbook goes beyond the scope of this standard.					
MA.912.A.3.Pa.b	Identify quantities to 10 or more and take 1 away in real-world situations.	Textbook goes beyond the scope of this standard.					
MA.912.A.3.Su.a	Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.	Textbook uses this concept throughout the text, especially in Cumulative Review sections.	I				
MA.912.A.3.Su.b	Use the commutative property and the additive identity property of addition as a strategy to solve number sentences (equations).	Lesson 1.4	I				
MA.912.A.4.In.a	Simplify expressions with one unknown (variable) by identifying like terms.	Lessons 4.4, 4.5	I				
MA.912.A.4.Pa.a	Identify a missing item from two or more sets.	Lesson 1.9	I				
MA.912.A.4.Su.a	Solve number sentences (equations) with one unknown involving addition and subtraction facts using physical and visual models.	Lessons 4.1, 4.2, 4.3, 4.4, 4.5	I				
MA.912.P.1.In.a	Use visual representations, such as drawings or charts, to show possible combinations with three elements.	Lesson 6.6	I				
MA.912.P.1.Pa.a	Recognize the probability of an event as certain or impossible.	Lesson 6.5	I				
MA.912.P.1.Su.a	Use physical representations to show possible combinations with two elements.	Lessons 6.5, 6.6, 6.7	I				
MA.912.P.2.In.a	Identify if given outcomes for events in real-world situations are certain, likely, or impossible based on data in a graph or chart.	Lessons 6.5, 6.6, 6.7, 6.8	I				
MA.912.P.2.Pa.a	Predict the next activity in common real-world situations.	not covered					
MA.912.P.2.Su.a	Predict the likely outcome of a simple experiment or event by selecting from three choices of outcomes.	Lessons 6.5, 6.6, 6.7, 6.8	I				