

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
------------------------	---------------------------	------------------

<p><b>Strand A</b></p> <p><b>NUMBER SENSE, CONCEPTS, AND OPERATIONS</b></p>
---

<p><b>Standard 1</b></p> <p><b>The student understands the different ways numbers are represented and used in the real world.</b></p>
---

<p><b>Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.</b></p>
---

<p>1. Uses one-to one correspondence to count objects to 100 or more.</p>	<p>1, 2, 3, 4, 6, 13, 16, 21, 24, 33, 34, 41, 42, 46, 47, 61, 82, 94, 98, 109</p>	<p>2, 4, 47</p>
<p>2. Reads and writes numerals to 100 or more.</p>	<p>1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 27, 28, 29, 30, 32, 33, 34, 35, 37, 39, 40, 42, 44, 45, 46, 47, 49, 51, 54, 57, 60, 62, 64, 67, 70, 82, 86, 94, 98, 109, 113, 118</p>	<p>3, 46, 82, 114, 132</p> <p>Exercise 1, 2, 4, 6, 10</p>
<p>3. Uses ordinal numbers 1st - 10th or higher.</p>	<p>59, 132</p> <p>Odd / Even 131</p>	<p>Exercise 6</p>

<p><b>Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.</b></p>
--

<p>1. Compares and orders whole numbers to 100 or more using concrete materials, drawings, number lines, and symbols (&lt;, =, &gt;).</p>	<p>17, 19, 33, 34, 36, 40, 52, 53, 80, 81, 89, 91, 112, 121, 126, 129</p> <p>Events 105</p>	<p>11, 12, 27, 69, 131</p> <p>Events 44, 76, 108, 139</p>
<p>2. Compares two or more sets (up to 100 objects in each set) and identifies which set is equal to, more than, or less than the other.</p>	<p>7, 11, 12, 21, 24, 28, 34</p>	

<p><b>Benchmark MA.A.1.1.3: The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.</b></p>
--

<p>1. Represents real-world applications of whole numbers, to 100 or more, using concrete materials, drawings, and symbols.</p>	<p>7, 23, 51, 62, 74, 131, 139</p>	<p>2, 3, 4, 13, 14, 17, 27, 29, 41, 42, 47, 63, 68, 82, 116, 127, 138, 143</p> <p>Exercise 10</p>
---	------------------------------------	---

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
2. Represents and explains fractions (one half, one fourth, three fourths) as part of a whole and part of a set using concrete materials and drawings.	107, 108, 119, 128, 148, 155	134 Exercise 10
3. Uses concrete materials to compare fractions in real-life situations (for example, pizzas, cookies).	128	
4. Knows that the total of equivalent fractional parts makes a whole (for example, two halves equal one whole).	107, 108, 119, 148, 155	134
<b>Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.</b>		
1. Represents equivalent forms of the same number, up to 20 or more, through the use of concrete materials (including coins), diagrams, and number expressions (for example, 16 can be represented as 8+8, 10+6, 4+4+4+4, 20-4, 17-1).	23, 29, 45, 51, 57, 60, 66, 67, 68, 89, 93, 103, 104, 117, 121, 139, 141	68, 128, 144 Exercise 10
<b>Standard 2</b> <b>The student understands number systems</b>		
<b>Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.</b>		
1. Counts orally to 100 or more by 2s, 5s, and 10s with or without a hundred chart.	29, 42, 69, 70, 72, 74, 82, 86, 90, 94, 102, 109, 112, 124, 129, 130, 131, 133, 144	33
2. Uses concrete materials, pictures, and symbols to show the grouping and place value of numbers to 100 or more.	33, 41, 42, 61, 63, 69, 70, 72, 74, 82, 86, 93, 94, 106, 109, 110, 112, 113, 124, 126, 130, 147	33, 127
3. Counts forward and backward by one beginning with any number less than 100.	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 24, 28, 33, 36, 40, 41, 42, 47, 58, 61, 69, 70, 72, 74, 78, 82, 86, 90, 94, 98, 109, 113, 126, 130	2, 4, 33, 47 Exercise 1
4. Counts forward by tens from any number less than 10 using a hundred chart.	42, 61, 69, 72, 74, 82, 86, 102, 109, 129, 130, 133	33

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
------------------------	---------------------------	------------------

<b>Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.</b>		
1. Counts and groups 11 or more objects into tens and ones (for example, 3 groups of ten and 4 more is 34 or 30+4).	13, 21, 24, 33, 41, 42, 48, 51, 61, 63, 69, 72, 74, 82, 86, 93, 94, 96, 97, 109, 111, 130, 147	33
2. Knows place value patterns and uses zero as a place holder (for example, trading 10 ones for 1 ten).	*5, *10, 13, 15, 18, 22, 41, 42, 48, 51, 58, 69, 82, 84, 86, 94, 96, 97, 99, 109, 110, 130, 147	33, 127
3. Knows the place value of a designated digit in whole numbers to 100.	13, 15, 18, 22, 33, 41, 42, 48, 51, 58, 61, 69, 72, 74, 82, 84, 86, 93, 94, 96, 97, 106, 109, 110, 111, 130, 147	33, 111, 127
<b>Standard 3</b> <b>The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving</b>		
<b>Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.</b>		
1. Demonstrates knowledge of the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference) using manipulatives, drawings, symbols, and story problems.	14, 15, 18, 22, 23, 29, 30, 31, 32, 35, 37, 38, 39, 41, 43, 44, 48, 49, 51, 54, 57, 58, 60, 64, 66, 67, 70, 72, 74, 78, 79, 84, 85, 88, 92, 93, 96, 97, 99, 106, 110, 111, 114, 116, 122, 123, 126, 129, 136, 137, 147, 149	18, 27, 31, 69, 127
2. Solves basic addition facts using concrete objects and thinking strategies, such as count on, count back, doubles, doubles plus one, and make ten.	14, 15, 18, 22, 29, 30, 31, 33, 35, 36, 37, 38, 39, 41, 42, 43, 44, 46, 48, 51, 53, 54, 56, 57, 58, 60, 61, 63, 64, 66, 67, 68, 71, 72, 78, 79, 81, 84, 86, 88, 89, 91, 92, 93, 96, 97, 98, 99, 103, 106, 109, 110, 114, 116, 118, 126, 127, 128, 133, 139, 141, 142, 143, 146, 149	18, 27, 31, 58, 69, 117, 118, 123, 127
3. Describes the related facts that represent a given fact family up to 18 (for example, 9+3=12, 12-9=3, 12-3=9).	71, 72, 88, 93, 106, 116, 127	73



## Florida 1<sup>st</sup> Grade Standards / *Excel Math* Correlation

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
4. Knows how to use the commutative and associative properties of addition in solving problems and basic facts.	39, 71, 72, 88, 93, 106, 116	
5. Adds and subtracts two-digit numbers without regrouping (sums to 100) using models, concrete materials, or algorithms	48, 49, 51, 70, 74, 88, 93, 96, 97, 106, 110, 111, 116, 122, 123, 129, 136, 137, 146, 147	27
<b>Benchmark MA.A.3.1.2: The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.</b>		
1. Poses and solves simple number problems by selecting the proper operation (for example, finding how many students are sitting at tables one and two).	14, 18, 22, 29, 30, 31, 32, 35, 37, 41, 44, 45, 51, 54, 57, 60, 66, 67, 70, 74, 77, 78, 85, 88, 92, 101, 116, 131	62, 69, 92, 151
2. Uses concrete objects to solve number problems with one operation.	14, 15, 18, 22, 29, 30, 31, 32, 35, 37, 38, 41, 44, 45, 51, 54, 57, 66, 67, 70, 74, 78, 85, 88, 92, 101, 116, 131, 147	62, 69, 92, 151
3. Describes thinking when solving number problems.	14, 15, 18, 22, 29, 30, 31, 32, 35, 37, 38, 41, 44, 45, 49, 51, 54, 57, 60, 66, 67, 70, 74, 77, 78, 85, 88, 92, 101, 116, 131, 147	62, 69, 92, 151
4. Writes number sentences associated with addition and subtraction situations.	38, 45, 57, 60, 66, 67, 78, 85, 92, 101, 147	62, 69, 92, 151
<b>Benchmark MA.A.3.1.3: The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.</b>		
1. Knows appropriate methods (for example, concrete materials, mental mathematics, paper and pencil) to solve real-world problems involving addition and subtraction.	14, 18, 22, 29, 30, 31, 32, 37, 41, 44, 45, 49, 51, 54, 57, 66, 67, 70, 74, *77, 78, 85, 88, 101, 116	62, 69, 92, 151
2. Uses a calculator to explore addition, subtraction, and skip counting.	Can be used on lessons above	62, 69, 92, *151

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
------------------------	---------------------------	------------------

<p align="center"><b>Standard 4</b></p>		
<p><b>The student uses estimation in problem solving and computation</b></p>		
<p><b>Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.</b></p>		
<p>1. Uses the language of estimation and approximation to identify and describe numbers in real-world situations (for example, about, near, closer to, between).</p>	<p>134</p>	<p>29, 36, 63, 144</p>
<p>2. Estimates the number of objects, explains the reasoning for the estimate, and checks the reasonableness of the estimate by counting.</p>	<p>134</p>	<p>29, 41, 144</p>
<p>3. Makes reasonable estimates when comparing larger or smaller quantities.</p>	<p>*134</p>	<p>13, 14, 21, 24, 29, 32, 39, 41, 43, 48, 52, 53, 63, 68, 91, 128, 136</p> <p>Exercise 6</p>
<p>4. Estimates reasonable answers to basic facts (e.g., Will 7+8 be more than 10?).</p>	<p>14, 15, 18, 22, 29, 30, 31, 33, 35, 36, 37, 38, 39, 41, 42, 43, 44, 46, 48, 51, 53, 54, 56, 57, 58, 60, 61, 63, 64, 66, 67, 68, 71, 72, 78, 79, 81, 84, 86, 88, 89, 91, 92, 93, 96, 97, 98, 99, 103, 106, 109, 110, 114, 116, 118, 126, 127, 128, 133, 139, 141, 142, 143, 146, 149</p>	<p>18, 27, 31, 58, 69, 117, 118, 123, 127</p>
<p align="center"><b>Standard 5</b></p>		
<p><b>The student understands and applies theories related to numbers</b></p>		
<p><b>Benchmark MA.A.5.1.1: The student classifies and models numbers as even or odd.</b></p>		
<p>1. Demonstrates and builds models to show the difference between odd and even numbers using concrete objects or drawings.</p>	<p>131, 133</p>	

\*Gives opportunity to teach specific State Standard

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
------------------------	---------------------------	------------------

**STRAND B: MEASUREMENT**

**Standard 1**  
**The student measures quantities in the real world and uses the measures to solve problems**

**Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.**

1. Knows how to communicate measurement concepts.	50, 56, 76, 83, 87	13, 14, 21, 24, 29, 32, 43, 48, 52, 53, 63, 71, 91, 136 Exercise 5
2. Demonstrates an understanding of measurement of lengths by selecting appropriate units of measurement (for example, inches or feet).	56, 83	13, 24, 32, 91 Exercise 5
3. Demonstrates an understanding of weight by selecting appropriate units of measurement (for example, grams or kilograms).	87	14, 43, 53, 63, 91, 136
4. Demonstrates an understanding of time using digital and analog clocks (for example, hour and half-hour intervals).	26, 27, 62, 138, 152	143
5. Demonstrates an understanding of temperature by using thermometers.	87	42 Exercise 11
6. Demonstrates an understanding of capacity by selecting appropriate units of measurement (for example, cups, pints, quarts, liters).		21, 29, 41, 48 Volume 52, 71

**Benchmark MA.B.1.1.2: The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.**

1. Measures length, weight, or capacity of an object using standard and nonstandard units (for example, pounds, grams, or wooden blocks).	50, 83, 87	13, 14, 21, 24, 29, 32, 43, 48, 53, 63, 91, 136 Volume 52, 71 Exercise 5
---	------------	--

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
<b>Standard 2</b> <b>The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary)</b>		
<b>Benchmark MA.B.2.1.1: The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).</b>		
1. Uses nonstandard methods to compare and order objects according to their lengths or weights.	50	13, 14, 24, 32, 43, 53, 91
2. Uses nonstandard, indirect methods to compare and order objects according to their lengths.	50, 83	13, 24, 32, 91, 136
3. Uses customary and metric units to measure, compare, and order objects according to their lengths or weights.	56, 83, 87	14, 32, 53, 63, 136 Exercise 5
<b>Benchmark MA.B.2.1.2: The student understands the need for a uniform unit of measure to communicate in real-world situations.</b>		
1. Knows that a uniform unit is needed to measure in real-world situations (for example, length, weight, time, capacity).	26, 27, 50, 56, 62, 76, 83, 87, 95, 138, 152	13, 14, 21, 24, 29, 32, 43, 48, 53, 63, 91, 136, 143 Volume 52, 71 Exercise 5, 9
<b>Standard 3</b> <b>The student estimates measurements in real-world problem situations</b>		
<b>Benchmark MA.B.3.1.1: The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.</b>		
1. Estimates, measures, and compares dimensions of an object.	56, 83, 134	13, 14, 21, 24, 29, 32, 41, 43, 48, 52, 53, 63, 91, 136, 138 Exercise 5



## Florida 1<sup>st</sup> Grade Standards / *Excel Math* Correlation

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
2. Estimates and measures the passage of time using before or after; yesterday, today, or tomorrow; day or night; morning, afternoon, or evening; hour or half-hour.	62, *76, 95, 143	138 Exercise 9
3. Knows and compares money values, including the quarter (25 cents), half-dollar (50 cents), and dollar (100 cents).	23, 29, 51, 68, 139, 154	68, 81, 83, 84, 128, 144
<b>Standard 4</b> <b>The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations</b>		
<b>Benchmark MA.B.4.1.1: The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.</b>		
1. Selects and uses an appropriate nonstandard unit to measure length, weight, time, and capacity.	50, 56	21, 24, 29, 32, 43, 48, 53, 91 Volume 52, 71 Exercise 5
<b>Benchmark MA.B.4.1.2: The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.</b>		
1. Knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.	*50, 56, 83, *87	21, 29, 32, 43, 48, 53, 63, 136 Volume 52 Exercise 5
2. Knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months).	26, 27, 62, 76, 95, 138	143 Exercise 9



## STRAND C: GEOMETRY AND SPATIAL SENSE

### Standard 1

**The student describes, draws, identifies, and analyzes two- and three-dimensional shapes**

**Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two- and three-dimensional shapes.**

1. Knows attributes of two-dimensional shapes (for example, vertices, edges).	8, 9, 25, 65, 75, 103, 125, 135, 140	7, 26, 28, 37, 49, 61, 64, 86, 88, 97, 107, 112, 121, 126, 133, 148, 153  Exercise 3, 4, 7, 10
2. Knows attributes of three-dimensional figures (for example, vertices, curves, faces).	150, 151	
3. Sorts two- and three-dimensional figures according to their attributes.	65, 75, 135	26, 68, 93, 104, 113, 137, 147  Exercise 7

### Standard 2

**The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed**

**Benchmark MA.C.2.1.1: The student understands basic concepts of spatial relationships, symmetry, and reflections.**

1. Understands lines of symmetry in two-dimensional shapes (for example, paper folding, ink blot pictures, mirrors).	153	*61, 86, 122
2. Knows shapes that can be combined to form other shapes (for example, using pattern blocks, six triangles make a hexagon).		49, 57, 61, 88, 97, 101, 103, 107, 109, 112, 119, 121, 124, 126, 129, 152, 153  Exercise 7
3. Uses concrete materials to construct the reflection of a given shape.	140	
4. Follows directions to move or place an object and describes the relationship of objects using positional language (for example, over, to the left of).	20, 125, 145	28, 36, 38, 49, 64, 74, 77, 79, 88, 89, 97, 103, 107, 112, 116, 121, 133, 153  Exercise 3, 4, 7

**Benchmark MA.C.2.1.2: The student uses objects to perform geometric transformations, including flips, slides, and turns.**

1. Demonstrates slides and turns using concrete materials.	140	
--	-----	--

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
------------------------	---------------------------	------------------

**Standard 3**

**The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically**

**Benchmark MA.C.3.1.1: The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.**

1. Compares and sorts two-dimensional and three-dimensional real-life objects.	151	16, 17, 34, 37, 38, 68, 104, 113, 147
2. Knows geometric shapes in real-life situations.	151	37, 38, 68
3. Compares, describes, and sorts objects according to attributes (for example, corners, curves, faces).	8, 9	7, 16, 17, 26, 34, 37, 38, 68, 137, 147, 148

**Benchmark MA.C.3.1.2: The student plots and identifies positive whole numbers on a number line.**

1. Locates and explains known and unknown numbers on a number line from 0 to 100 or more.	72, 78, 79, 80, 87, 92, 102, 112, 124, 133, 144, 146, 147	Exercise 10
---	---	-------------

**STRAND D: ALGEBRAIC THINKING**

**Standard 1**

**The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions**

**Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.**

1. Identifies, describes, and compares patterns using a wide variety of materials and attributes (for example, size, shape, color).	5, 10, 17, 19, 25, 36, 40, 90, 102, 112, 124, 133, 144	6, 7, 8, 9, 19, 22, 23, 51, 56, 59, 78, 87, 98, 154
2. Describes a pattern rule.	25, 102, 124, 144	6, 8, 9, 19, 22, 23, 51, 56, 59, 87, 98, 154
3. Explores number patterns on a hundred chart.	*13, 42, 58, 102, 111, 113, *144	111
4. Predicts and extends existing patterns that are concrete or pictorial.	25, 102, 111, 124, 144	59, 87, 98, 154

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
------------------------	---------------------------	------------------

Benchmark MA.D.1.1.2: The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.		
1. Uses one attribute to create a pattern (for example, thick or thin, open or closed).	9, 25, 65, 75	7, 17, 26, 137
2. Transfers patterns from one medium to another (for example, concrete objects to actions or symbols).		*6, 8, 9, 19, 56, 98
3. Predicts, extends, and creates patterns.	25	6, 8, 9, 19, 87, 98, 154
4. Uses a calculator to explore number patterns.	*13, 42, 58, 102, 111, 113, *144	
5. Identifies and generates patterns in a list of related number pairs based on real-life situations (for example, T-chart with number of children to number of eyes).  Number of Children    Number of Eyes 12                            24		151
<b>Standard 2</b> <b>The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations</b>		
Benchmark MA.D.2.1.1: The student understands that geometric symbols (O, □) can be used to represent unknown quantities in expressions, equations, and inequalities.		
1. Solves addition and subtraction sentences where an unknown number is represented by a geometric shape (for example, $2 + \square = 9$ ).	*38, *39, *45, 57, 60, 66, 67, 78, 79, 85, 89, 92, 100, 101, 103, 104, 117, 141	92, 123
2. Uses concrete objects to solve number sentences with equalities and inequalities (using the symbols $>$ , $=$ , $<$ ).	38, 39, 45, 57, 66, 67, 78, 79, 85, 89, 92, 100, 101, 103, 104, 117, 122, 141	92, 123
Benchmark MA.D.2.1.2: The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.		
1. Uses concrete objects to solve real-world addition and subtraction problems using one unknown (for example, There are 28 children in this class, and 25 are here today. How many are absent?).	39, 45, 57, 66, 67, 78, 85, 100, 101, 103, 117	92 Exercise 8

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
------------------------	---------------------------	------------------

**STRAND E: DATA ANALYSIS AND PROBABILITY**

**Standard 1**  
**The student understands and uses the tools of data analysis for managing information**

**Benchmark MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.**

1. Surveys a small group to answer a simple question involving two categories or choices (for example, students who bring lunches or students who buy lunches).	73, 120	13, *54, 72, 94, 99, 102, 141 Exercise 12
2. Records data using concrete materials or pictures.	73, 120	13, 24, 32, 53, 66, 54, 72, 94, 99, 102, 141 Exercise 12
3. Organizes information into a simple pictograph or concrete graph.	73, 120	13, 24, 32, 53, 66, *54, 72, 94, 99, 102, 141, 142 Exercise 12
4. Uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.	55, 73, 115, 120	13, 24, 32, 53, 54, 66, 72, 94, 99, 102, 141 Exercise 12

**Benchmark MA.E.1.1.2: The student displays data in a simple model to use the concepts of range, median, and mode.**

1. Uses concrete materials, pictures, or graphs to display data and identify range and mode.		*13, *66, *99, *102
--	--	---------------------

**Benchmark MA.E.1.1.3: The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.**

1. Discusses a reasonable prediction for a large group using data from a small group.	*73, *115, *120	*13, 32, 53, 54, 66, 72, 94, 99, 102, 141
2. Uses a calculator to compare data.		
3. Explores computer graphing software.		Exercise *12

Standards / Objectives	Excel Math Lesson Numbers	Activity Numbers
------------------------	---------------------------	------------------

**Standard 2**  
**The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics**

**Benchmark: MA.E.2.1.1: The student understands basic concepts of chance and probability.**

1. Knows the likelihood of a given situation (for example, snowing in South Florida).	55	66, 67, 94, 102, 108
2. Explains if an event is certain, probable, or impossible.	55	66, 67, 94, 102, 108
3. Discusses results of games and activities dependent upon chance.	55	66, 67, 94, 102, 108

**Benchmark MA.E.2.1.2: The student predicts which simple event is more likely, equally likely, or less likely to occur.**

1. Knows if a given event is more likely, equally likely, or less likely to occur (for example, six blue marbles and two green marbles in a bag).	55	66, 67, 94, 102, 108 Combinations 54, 96
---	----	---

**Standard 3**  
**The student uses statistical methods to make inferences and valid arguments about real-world situations**

**Benchmark MA.E. 3.1.1: The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.**

1. Constructs appropriate questions for a class survey, in a whole group setting.	73	72, 94, 99, 102
2. Collects data for a survey with two or more categories or choices and creates a class chart or pictograph.	73	13, 66, 67, 72, 94, 99, 102
3. Analyzes results of a survey as part of a class discussion.	73, 115	13, 66, 67, 72, 94, 99, 102

**Benchmark MA.E.3.1.2: The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.**

1. Determines questions for a two-category survey so that the collected information will answer the question.		66, 72, 94, 99, 102, 142 Logic 62, 146, 149, 151
2. Knows appropriate methods to display and interpret information.	77, 115	13, 54, 66, 72, 94, 99, 102