



Correlation to the Common Core State Standards for Mathematics

Math in Focus
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Course 2

COMMON
CORE

Correlation of *Math in Focus*® to the Common Core State Standards

Attached are grade level correlations showing how closely *Math in Focus*® covers the skills and concepts outlined in the Common Core State Standards. But it is equally important to recognize the parallel assumptions behind the Common Core and *Math in Focus*®. In fact, the Singapore curriculum was one of the 15 national curriculums examined by the committee and had a particularly important impact on the writers because Singapore is the top performing country in the world and the material is in English.

Overall, the CCSS are well aligned to Singapore's Mathematics Syllabus.

Policymakers can be assured that in adopting the CCSS, they will be setting learning expectations for students that are similar to those set by Singapore in terms of rigor, coherence and focus. – Achieve (achieve.org/CCSSandSingapore)

—Achieve, (achieve.org/CCSSandSingapore)*

Here are the parallel assumptions:

1, Curriculum must be focused and coherent:

Common Core State Standards:

For over a decade, research studies of mathematics education in high performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country.

(Common Core State Standards for Mathematics, 3)

Math in Focus® is organized to teach fewer topics in each grade but to teach them thoroughly. When a concept appears in a subsequent grade level, it is always at a higher level. For instance, first grade does not address fractions, second grade covers what a fraction is, third grade covers equivalent fractions and fractions of a set, fourth grade deals with mixed fractions, and addition of simple fractions, while fifth grade teaches addition, subtraction, and multiplication of fractions as well as division of fractions by whole numbers. This is the coherence and focus that the standards call for.

2. Teach to mastery

Common Core State Standards:

In grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. (Common Core State Standards for Mathematics, 17)

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions...; (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes (Common Core State Standards for Mathematics, 21)

Math in Focus® has the identical structure. Rather than repeating topics, students master them in a grade level, and subsequent grades develop them to more advanced levels. Adding another digit is NOT an example. Moving from addition/subtraction in second grade to multiplication/division in third grade is such an example. Students continue to practice all the operations with whole numbers in every grade in the context of problem solving.

3. Focus on number, geometry and measurement in elementary grades

Common Core State Standards:

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. (Common Core State Standards for Mathematics, 3)

Math in Focus® emphasizes number and operations in every grade K-5 just as recommended in the CCSS. The textbook is divided into two books roughly a semester each. Approximately 75% of Book A is devoted to number and operations and 60-70% of Book B to geometry and measurement where the number concepts are practiced. The key number topics are in the beginning of the school year so students have a whole year to master them.

4. Organize content by big ideas such as place value

Common Core State Standards:

*These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the properties of operations to structure those ideas.
(Common Core State Standards for Mathematics, 4)*

Math in Focus® is organized around place value and the properties of operations. The first chapter of each grade level from second to fifth begins with place value. In first grade, students learn the teen numbers and math facts through place value. In all the grades, operations are taught with place value materials so students understand how the standard algorithms work. Even the mental math that is taught uses understanding of place value to model how mental arithmetic can be understood and done.

5. Curriculum must include both conceptual understanding and procedural fluency.

Common Core State Standards:

*The Standards for Mathematical Content are a balanced combination of procedure and understanding
(Common Core State Standards for Mathematics, 8)*

Math in Focus® is built around the Singapore Ministry of Education's famous pentagon that emphasizes conceptual understanding, skill development, strategies for solving problems, attitudes towards math, and metacognition that enable students to become excellent problem solvers. The highly visual nature of the text and the consistent concrete to visual to abstract approach enables all students to both understand how procedures work and to fluently apply them to solve problems.

6. Mathematics is about reasoning

Common Core State Standards:

These Standards define what students should understand and be able to do in their study of mathematics....One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity.
(Common Core State Standards for Mathematics, 4)

Math in Focus® is famous for its model drawing to solve problems and to enable students to justify their solutions. In addition to journal questions and other explicit opportunities to explain their thinking, students are systematically taught to use visual diagrams to represent mathematical relationships in such a way as to accurately solve problems, but also to explain their thinking.

Works Cited:

1. "Common Core State Standards For Mathematics" *Common Core State Standards Initiative | Home*. 2 June 2010. Web. 26 July 2010. <http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf>.

Houghton Mifflin Harcourt Specialized Curriculum
***Math in Focus®*, Course 2 © 2013**
Common Core Edition

correlated to the

Common Core State Standards for Mathematics
Grade 7

Standard	Descriptor	Citations
Standards for Mathematical Content		
7.RP	Ratios and Proportional Relationships	
Analyze proportional relationships and use them to solve real-world and mathematical problems		
7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units	SE/TE Course 2A: 171–172, 174–175, 246, 250, 253–256 SE/TE Course 2B: 102–106, 109–110
7.RP.2	Recognize and represent proportional relationships between quantities	SE/TE Course 2A: 245, 248–253, 275–287 SE/TE Course 2B: 102–106, 109–110, 243, 261–262
7.RP.2a	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/TE Course 2A: 248, 250–252, 259–263, 271, 276–278, 280–282 SE/TE Course 2B: 102–106, 109–110
7.RP.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships	SE/TE Course 2A: 246, 248–250, 252–256, 259–263, 276–278, 280–282 SE/TE Course 2B: 102–106, 109–110
7.RP.2c	Represent proportional relationships by equations.	SE/TE Course 2A: 249–254, 259–263, 278–280 SE/TE Course 2B: 253–254

Standard	Descriptor	Citations
7.RP.2d	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	SE/TE Course 2A: 246–247, 259–263, 280–282
7.RP.3	Use proportional relationships to solve multistep ratio and percent problems	SE/TE Course 2A: 57, 118, 167–168, 179, 182, 245, 247, 266–274, 284–285, 289 SE/TE Course 2B: 13–16, 24–25, 102, 104, 109–110, 241, 243, 251, 253–254, 256, 260–262, 270–271

Standard	Descriptor	Citations
7.NS	The Number System	
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers		
7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram	SE/TE Course 2A: 53-55, 58-59, 63-67, 69, 71-72, 74-81, 98-105, 112-115
7.NS.1a	Describe situations in which opposite quantities combine to make 0	SE/TE Course 2A: 63-64, 66, 74-77, 94-95
7.NS.1b	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	SE/TE Course 2A: 59-60, 63-64, 66, 71-72, 98-101, 112-114
7.NS.1c	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	SE/TE Course 2A: 76-83, 94-95, 102-105, 114-115
7.NS.1d	Apply properties of operations as strategies to add and subtract rational numbers	SE/TE Course 2A: 58, 72, 94, 95, 99, 103

Standard	Descriptor	Citations
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers	SE/TE Course 2A: 55–56, 106–109, 107–109, 115–117, 200
7.NS.2a	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/TE Course 2A: 55–56, 88–91, 94, 95, 106, 200
7.NS.2b	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/TE Course 2A: 90–92, 107, 200
7.NS.2c	Apply properties of operations as strategies to multiply and divide rational numbers	SE/TE Course 2A: 86, 89, 94–97, 117, 119
7.NS.2d	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/TE Course 2A: 16–20
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers. ¹ 1 Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	SE/TE Course 2A: 45–46, 57, 64, 71–72, 90, 91, 118

Standard	Descriptor	Citations
7.EE	Expressions and Equations	
Use properties of operations to generate equivalent expressions		
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients	SE/TE Course 2A: 130–131, 133–134, 135–137, 140–144, 148–151, 153–160, 161–165, 193
7.EE.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	SE/TE Course 2A: 166–177, 179, 182, 193–195, 211–219
Solve real-life and mathematical problems using numerical and algebraic expressions and equations		
7.EE.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	SE/TE Course 2A: 16–21, 29–32, 34–36, 38, 42–46, 57, 58–59, 74–76, 91, 94–95, 102–109, 112–119
7.EE.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	SE/TE Course 2A: 166–167, 211–216, 235–240 SE/TE Course 2B: 20–23, 26–27, 36–37, 44–50, 133–137, 141, 147–149, 163–166
7.EE.4a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, 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	SE/TE Course 2A: 178–184, 197–202, 204–208, 211–219, 222
7.EE.4b	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.	SE/TE Course 2A: 190–191, 220–235

Standard	Descriptor	Citations
7.G	Geometry	
Draw, construct, and describe geometrical figures and describe the relationships between them		
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale	SE/TE Course 2B: 102–110
7.G.2	Draw (freehand, with ruler and protractor, and with technology) 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	SE/TE Course 2B: 6, 9, 26, 34–35, 67–68, 71–74, 76, 81, 86, 88–92, 94–98, 103
7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids	SE/TE Course 2B: 123–129, 140–141
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume		
7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle	SE/TE Course 2A: 46 SE/TE Course 2B: 122, 135–137, 141, 147–149, 163–164
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure	SE/TE Course 2B: 6, 9, 11, 20–23, 25, 32–37, 43–46, 74–75, 82
7.G.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/TE Course 2B: 109–110, 121–122, 133–137, 140, 147–151, 158–160, 163–166

Standard	Descriptor	Citations
7.SP	Statistics and Probability	
Use random sampling to draw inferences about a population		
7.SP.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	SE/TE Course 2B: 212–219
7.SP.2	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	SE/TE Course 2B: 215–219, 222–226
Draw informal comparative inferences about two populations		
7.SP.3	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	SE/TE Course 2B: 184, 186–189, 193–194, 202–205, 227–231
7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations	SE/TE Course 2B: 184–189, 193–199, 202–209

Standard	Descriptor	Citations
Investigate chance processes and develop, use, and evaluate probability models		
7.SP.5	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 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event	SE/TE Course 2B: 251–254
7.SP.6	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	SE/TE Course 2B: 251–259, 266–275
7.SP.7	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	SE/TE Course 2B: 279–288
7.SP.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events	SE/TE Course 2B: 279–288
7.SP.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process	SE/TE Course 2B: 279–288

Standard	Descriptor	Citations
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation	SE/TE Course 2B: 245–248
7.SP.8a	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	SE/TE Course 2B: 254–262
7.SP.8b	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	SE/TE Course 2B: 254–262
7.SP.8c	Design and use a simulation to generate frequencies for compound events	SE/TE Course 2B: 287–288

Standard	Descriptor	Citations
Standards for Mathematical Practice		
<i>Math in Focus</i> ®, <i>Course 2</i> aligns to the Common Core State Standards for Mathematical Practice throughout.		
SMP.1	<p>Make sense of problems and persevere in solving them.</p> <p>How <i>Math in Focus</i>® Aligns:</p> <p><i>As seen on the Singapore Mathematics Framework pentagon (see page T8), Problem Solving is at the heart of the Math in Focus® curriculum. Students use problem solving to build skills and persevere to solve routine and non-routine problems that include real-world and mathematical applications in proportionality, number sense, algebra, geometry, measurement, data analysis, and probability.</i></p>	<p>See, for example:</p> <p>SE/TE Course 2A: 35, 38, 45–46, 48, 71–72, 90, 122, 132–137, 140–147, 150–151, 153–155, 161–162, 170, 173–175, 178–184, 191, 193–194, 197–199, 211–216, 220–232, 235–240, 245, 247, 248–253, 255–256, 259–263, 266–274, 278–282, 284–285, 289</p> <p>SE/TE Course 2B: 15–16, 24–25, 20–23, 26–27, 47–50, 54, 74–75, 82, 90–92, 101–104, 109–110, 114, 122, 133–137, 141, 148–149, 163–166, 168, 184, 203, 205, 217, 222–226, 227–231, 234, 260–261, 272–276, 291</p>
SMP.2	<p>Reason abstractly and quantitatively.</p> <p>How <i>Math in Focus</i>® Aligns:</p> <p><i>Math in Focus® concrete to pictorial to abstract progression helps students develop a deep mastery of concepts. Students analyze and solve non-routine problems, formulate conjectures through explorations, hands-on and technology activities, and observations, identify and explain mathematical situations and relationships, and relate symbols such as negative numbers and variables to real-world situations.</i></p>	<p>See, for example:</p> <p>SE/TE Course 2A: 20–21, 26–27, 48, 65, 74–76, 86–89, 122, 145–146, 150–151, 153–155, 161–162, 173–175, 178–184, 211–219, 226–227, 235–240, 247, 249, 250, 289</p> <p>SE/TE Course 2B: 9, 34–35, 43–44, 70, 79, 91, 103, 107–108, 127, 135–136, 140–141, 148–149, 158–159, 189, 209, 215, 219, 226, 266–267, 246, 275, 287–288</p>

Standard	Descriptor	Citations
SMP.3	<p>Construct viable arguments and critique the reasoning of others.</p> <p>How <i>Math in Focus</i>® Aligns:</p> <p><i>In Math in Focus</i>®, students communicate in Math Journals and Think Math’s. They demonstrate and explain mathematical steps using a variety of appropriate materials, models, properties, and skills. They share and critique mathematical ideas with others during class in 5-minute Warm-Up and Hands-On, Technology, and group activities, Guided Practice Exercises, Ticket Out the Door exercises, Projects, and other Differentiated Instruction activities.</p>	<p>See, for example:</p> <p>SE/TE Course 2A: 21, 25, 27, 33; 51, 58, 65, 72, 73, 76, 84, 85, 86, 88,89, 93–95, 97, 111, 137, 139; 130, 152, 155, 156, 161, 177, 196, 206, 209, 210, 222, 224, 225, 226, 227, 228, 233, 234, 240, 250, 258, 266, 267, 274, 276, 287, 288</p> <p>SE/TE Course 2B: 15–16, 24–25, 34–35, 43–44, 70, 79, 91, 103, 107–108, 127, 135–136, 140–141, 148–149, 158–159, 183–184, 189, 209, 215, 219, 226, 229–231, 266–267, 246, 272–273, 275, 287–288</p>
SMP.4	<p>Model with mathematics.</p> <p>How <i>Math in Focus</i>® Aligns:</p> <p><i>In Math in Focus</i>®, students and teachers represent mathematical ideas, model and record quantities using multiple representations, such as concrete materials, manipulatives, and technology; visual models such as number lines, bar models, drawings, tables, and coordinate graphs; and symbols such as algebraic expressions, equations, inequalities, and formulas.</p>	<p>See, for example:</p> <p>SE/TE Course 2A: 20–21, 27, 36, 45, 46, 58–59, 63–67, 69, 71, 74–76, 77, 132–147, 150–151, 153–155, 161–162, 166–172, 173–175, 178–184, 190, 193–194, 198–199, 211–219, 221–226, 227–232, 235–240, 246–247, 250–252, 255–256, 259–263, 271, 275–278, 280–282</p> <p>SE/TE Course 2B: 15–16, 20–27, 36–37, 44–50 71–74, 76 81, 86, 88–89, 94–96, 96–98, 101–103, 105, 121–123, 124, 133–137, 140, 141, 147–149, 181, 184, 189, 193–196, 202–206, 209,213–214, 215–219, 224, 227–231, 246, 251, 254–262, 266–267, 272, 274–276</p>

Standard	Descriptor	Citations
SMP.5	<p>Use appropriate tools strategically.</p> <p>How <i>Math in Focus®</i> Aligns:</p> <p><i>Math in Focus® helps students explore the different mathematical tools that are available to them, such as pencil and paper, geometry drawing tools, concrete and visual models such as number lines and grids, or technology to model developing skills and interpret everyday situations that involve proportionality, geometric construction and formulas, variation, data distribution, and probability.</i></p>	<p>See, for example:</p> <p>SE/TE Course 2A: 7–15, 18, 20–21, 23–24, 26–27, 30–31, 34, 36, 48, 53, 65, 58–59, 63–67, 69, 71, 74–76, 86–88, 132–137, 140–143, 145–147, 150–151, 170–172, 174–175, 190–194, 198–199, 211, 214–215, 221–232, 250, 257–263, 276, 280–282</p> <p>SE/TE Course 2B: 6, 9, 34–35, 66–68, 71–74, 76, 81, 86, 88–89, 94–96, 89, 94–98, 180–181, 186–187, 189, 193, 197–198, 209, 212, 213–219, 246, 251, 266–267, 275</p>
SMP.6	<p>Attend to precision.</p> <p>How <i>Math in Focus®</i> Aligns:</p> <p><i>In Math in Focus®, students check answers, define, highlight, review, and use mathematical vocabulary, define and interpret symbols, use appropriate forms of numbers and expressions, label bar and geometric models correctly, and compute with appropriate formulas and units in solving problems and explaining reasoning.</i></p>	<p>See, for example:</p> <p>SE/TE Course 2A: 9–10, 16–21, 34, 38, 42–46, 54, 116, 117, 132–147, 150–151, 153–155, 161–162, 173–174, 184, 190, 193–194, 197–202, 206–208, 212–213, 222, 224, 225, 228, 247, 251, 266, 267, 271</p> <p>SE/TE Course 2B: 5, 7–8, 10–11, 13, 16, 24–25, 33–37, 43, 46–50, 54, 74–75, 82, 85, 87–89, 94, 98, 101–103, 105, 114, 121, 122, 126, 133–137, 141, 147–149, 163–166, 168, 184, 203, 205, 217, 224, 227–231, 234, 243, 244, 251, 254–262, 267–271, 272, 274–275, 291</p>

Standard	Descriptor	Citations
SMP.7	<p>Look for and make use of structure.</p> <p>How <i>Math in Focus®</i> Aligns:</p> <p><i>The inherent pedagogy of Math in Focus® allows students to look for and make use of structure. Students recognize patterns and structure and make connections from one mathematical idea to another through, Best Practices, Big Ideas, Math Notes, Think Maths, and Cautions. Also occurs as skills and concepts are interconnected in prior knowledge activities, concept traces, and chapter concept maps.</i></p>	<p>See, for example:</p> <p>SE/TE Course 2A: 2–6; 9, 16, 28, 32, 36, 39, 49, 52–58, 63, 65, 86, 89, 90, 91, 94, 98, 99, 103, 106, 107, 108, 112, 123, 132, 134, 151, 155, 156, 158, 166, 167, 168, 169, 174, 185, 195, 198, 200, 201, 207, 216, 221, 225, 228, 231, 236, 241, 249, 251, 252, 254, 259, 261, 262, 267, 271, 276, 277, 283, 290</p> <p>SE/TE Course 2B: 15–16, 20–23, 26–27, 44–50, 55–56, 63–64, 86–90, 102, 105, 107–108, 115–116, 121, 141, 148–149, 169, 197–198, 202–205, 215–219, 227–231, 235–236, 243–244, 247, 251, 254–258, 266–267, 269–270, 272–276, 292–293</p>
SMP.8	<p>Look for and express regularity in repeated reasoning.</p> <p>How <i>Math in Focus®</i> Aligns:</p> <p><i>In Math in Focus®, students are given consistent tools for solving problems, such as bar models, algebraic variables, tables, coordinate grids, standard algorithms with rational numbers, numerical and geometric properties, and formulas so they see the similarities in how different problems are solved and understand efficient means for solving.</i></p>	<p>See, for example:</p> <p>SE/TE Course 2A: 39–40, 46, 58, 63–64, 66, 72, 86, 89, 94, 95, 99, 103, 106, 107, 128, 130, 131, 145–146, 150–151, 153–155, 156, 161, 170, 184, 189, 191, 193–194, 197–200, 206, 211–213, 220–232, 245, 247, 251, 266, 271</p> <p>SE/TE Course 2B: 5–6, 8–9, 11, 13, 20–27, 32–37, 43–50, 63–64, 86–90, 97, 121–122, 135–137, 141, 147–149, 164–165, 180–181, 183–184, 186–189, 197–198, 202–209, 215–219, 227–231, 251–254, 258–262, 266, 272–276</p>