

Correlation to the Math Standards

CCSS Standard	Description	Activities
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	1.1, 2.3, 2.4
6.NS.6a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	1.1, 2.3, 2.4
6.EE.2a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.	3.1, 3.2
6.EE.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	3.4, 3.5, 5.2
6.EE.3	Apply the properties of operations to generate equivalent expressions.	5.3
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	3.3, 5.4, 5.5
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	5.6
7.NS.1a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	1.3
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.	2.2
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.	2.5, 2.6, 2.7
7.NS.1d	Apply properties of operations as strategies to add and subtract rational numbers.	2.7, 2.8, 2.9, 2.10, 6.2
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.	3.6

Correlation to the Math Standards, cont.

CCSS Standard	Description	Activities
7.NS.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	6.2
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	4.1, 5.7
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.	4.2
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.	4.4, 4.5
8.EE.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	3.7, 3.8, 3.9, 4.3, 5.3
A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	
A.REI.4	Solve quadratic equations in one variable.	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
A.REI.4b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	5.7, 5.8, 5.9, 5.10, 6.1, 6.3