

A Correlation Between JA Finance Park® and Common Core Math 6-8

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Common Core Math (6-8)																							
Ratios and Proportional Relationships 6.RP	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak. For every vote candidate A received, candidate C received nearly three votes.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.RP.2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar. We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger. 1	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
The Number System 6.NS	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Statistics and Probability 6.SP	X			X			X	X	X								X	X				

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6.SP.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, How old am I? is not a statistical question, but How old are the students in my school? is a statistical question because one anticipates variability in students ages.	X						X	X	X	X									X	X				
6.SP.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	X						X	X	X	X									X	X				
6.SP.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	X						X	X	X	X									X	X				
6.SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	X						X	X	X	X									X	X				
6.SP.5. Summarize numerical data sets in relation to their context, such as by:	X						X	X	X	X									X	X				
Ratios and Proportional Relationships 7.RP	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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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. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
7.RP.2. Recognize and represent proportional relationships between quantities.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
The Number System 7.NS	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
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.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
7.NS.2. Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X

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7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers.1	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Statistics and Probability 7.SP	X						X	X	X	X										X	X		
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.	X						X	X	X	X										X	X		
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.	X						X	X	X	X										X	X		

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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. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	X						X	X	X	X									X	X			
Statistics and Probability 8.SP	X						X	X	X	X									X	X			
8.SP.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	X						X	X	X	X									X	X			
8.SP.2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	X						X	X	X	X									X	X			

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8.SP.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

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