

**Michigan State Standards  
correlated to  
Merit Software Math Programs**

At its July 19, 1995, meeting, the Michigan State Board of Education unanimously adopted the model content standards for curriculum. The content standards provide descriptions of what students should know and be able to do in the subject areas of English language arts, social studies, mathematics and science. In addition, benchmarks in each of the content areas were drafted to further clarify the content standards. The standards and benchmarks are not a state curriculum, but are specifically designed to be used by local districts as they develop their curricula.

Merit’s Math programs address the following Michigan State Standards:

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Grades 3-5

Subhead	Content Standards	Benchmarks	Merit Software
Patterns, Relationships and Functions	Content Standard 1: Students recognize similarities and generalize patters, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns)	1. Recognize, describe and extend numerical and geometric patterns.	Word Problem Shape-Up Set 1, 2, 3
Patterns, Relationships and Functions	Content Standard 1: Students recognize similarities and generalize patters, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns)	2. Represent and record patterns and relationships in a variety of ways including tables, charts and pictures.	Word Problem Shape-Up Set 1, 2, 3
Patterns, Relationships and Functions	Content Standard 1: Students recognize similarities and generalize patters, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns)	3. Use patterns to describe real-world phenomena.	Word Problem Shape-Up Set 1, 2, 3

Patterns, Relationships and Functions	Content Standard 1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns)	5. Apply their experiences with patterns to help solve problems and explore new content.	Word Problem Shape-Up Set 1, 2, 3
Patterns, Relationships and Functions	Content Standard 2: Students describe the relationships among variable, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change)	1. Recognize change and variability when it occurs in a variety of settings.	Word Problem Shape-Up Set 1, 2, 3
Patterns, Relationships and Functions	Content Standard 2: Students describe the relationships among variable, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change)	2. Recognize that change is often predictable, but variable, and that patterns emerge that help to describe the change.	Word Problem Shape-Up Set 1, 2, 3
Patterns, Relationships and Functions	Content Standard 2: Students describe the relationships among variable, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change)	3. Explore change, and realize that changes are frequently interdependent.	Word Problem Shape-Up Set 1, 2, 3
Patterns, Relationships and Functions	Content Standard 2: Students describe the relationships among variable, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change)	4. Use tables, charts, open sentences and hands-on models to represent change and variability.	Word Problem Shape-Up Set 1, 2, 3
Patterns, Relationships and Functions	Content Standard 2: Students describe the relationships among variable, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change)	5. Begin to describe and differentiate between types of relationships, especially repeating, growing and shrinking patterns.	Word Problem Shape-Up Set 1, 2, 3

Patterns, Relationships and Functions	Content Standard 2: Students describe the relationships among variable, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change)	6. Explore variability and change in a variety of contexts, investigations and problems.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 1: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationship)	1. Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 1: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationship)	2. Describe the attributes of familiar shapes.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 1: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationship)	3. Compare, sort and classify familiar shapes.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 1: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationship)	4. Draw and build familiar shapes.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 2: Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. (Position)	1. Locate and describe objects in terms of their position, including front, back, inside, outside, right, left, over, under, next to, between and locations on the number line, on a coordinate graph and on a map.	Word Problem Shape-Up Set 1, 2, 3

Geometry and Measurement	Content Standard 2: Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. (Position)	2. Locate and describe objects in terms of their orientation, direction and relative position, including up, down, front, back, N-S-E-W, flipped, turned, translated; recognize symmetrical objects and identify their lines of symmetry.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 2: Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. (Position)	3. Explore what happens to the size, shape and position of an object after sliding, flipping, turning, enlarging or reducing it.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 2: Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. (Position)	5. Use concepts of position, direction and orientation to describe the physical world and to solve problems.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)	1. Compare attributes of objects: develop standard units of measurement; and select and use standard tools for measurement.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)	2. Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), area, perimeter, capacity, time, temperature and money.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)	3. Develop strategies for estimating measures and compare the estimates to the results of the measurement; decide if an estimate is "a good estimate."	Word Problem Shape-Up Set 1, 2, 3

Geometry and Measurement	Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)	4. Explain the meaning of measurements and recognize that the number of units it takes to measure an object is related to the size of the unit.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)	5. Explore scale drawings, models and maps and relate them to measurements of real objects.	Word Problem Shape-Up Set 1, 2, 3
Geometry and Measurement	Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)	6. Apply measurement to describe the real world and to solve problems.	Word Problem Shape-Up Set 1, 2, 3
Data Analysis and Statistics	Content Standard 1: Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. (Collection, Organization and Presentation of Data)	1. Collect and explore data through counting, measuring and conducting surveys and experiments.	Word Problem Shape-Up Set 1, 2, 3
Data Analysis and Statistics	Content Standard 1: Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. (Collection, Organization and Presentation of Data)	2. Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.	Word Problem Shape-Up Set 1, 2, 3
Data Analysis and Statistics	Content Standard 1: Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. (Collection, Organization and Presentation of Data)	3. Present data using a variety of appropriate representations and explain the meaning of the data.	
Data Analysis and Statistics	Content Standard 1: Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. (Collection, Organization and Presentation of Data)	4. Identify what data are needed to answer a particular question or solve a given problem, and design and implement strategies to obtain, organize and present those data.	Word Problem Shape-Up Set 1, 2, 3

Number Sense and Numeration	Content Standard 1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers)	1. Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.	Word Problem Shape-Up Set 1, 2, 3; Fraction Shape-Up
Number Sense and Numeration	Content Standard 1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers)	3. Develop an understanding of the properties of numbers (e.g., order) and of the properties of the special numbers 0 and 1.	Word Problem Shape-Up Set 1, 2, 3
Number Sense and Numeration	Content Standard 1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers)	4. Apply their understanding of number systems to model and solve problems.	Word Problem Shape-Up Set 1, 2, 3
Number Sense and Numeration	Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)	1. Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations.	Word Problem Shape-Up Set 1, 2, 3; Fraction Shape-Up

Number Sense and Numeration	Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)	2. Explore and recognize different representations for the same number and explain why they are the same.	Word Problem Shape-Up Set 1, 2, 3; Fraction Shape-Up
Number Sense and Numeration	Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)	3. Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).	Word Problem Shape-Up Set 1, 2, 3
Number Sense and Numeration	Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)	4. Develop strategies for estimating quantity and evaluate the reasonableness of their estimates.	Word Problem Shape-Up Set 1, 2, 3
Number Sense and Numeration	Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)	5. Select appropriate numbers and representations in order to solve problems.	Word Problem Shape-Up Set 1, 2, 3
Number Sense and Numeration	Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (number Relationship)	1. Compare and order numbers using “equal,” “less than” or “greater than.”	Word Problem Shape-Up Set 1, 2, 3
Number Sense and Numeration	Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (number Relationship)	2. Use part-whole relationships to explore numbers, develop number concepts and understand computation.	Word Problem Shape-Up Set 1, 2, 3; Fraction Shape-Up

Number Sense and Numeration	Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (number Relationship)	3. Classify numbers as even or odd and explore concepts of factors and multiples.	Word Problem Shape-Up Set 1, 2, 3
Number Sense and Numeration	Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (number Relationship)	5. Apply their understanding of number relationships in solving problems.	Word Problem Shape-Up Set 1, 2, 3
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).	1. Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.	Word Problem Shape-Up Set 1, 2, 3
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).	2. Develop and apply the appropriate method of computation from among mental computation, estimation, paper-and-pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.	Word Problem Shape-Up Set 1, 2, 3
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).	3. Explore properties of operations (e.g., commutative and distributive properties) and give examples of how they use those properties.	Word Problem Shape-Up Set 1, 2, 3
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).	4. Apply operations efficiently and accurately in solving problems.	Word Problem Shape-Up Set 1, 2, 3

Numerical and Algebraic Operations and Analytical Thinking	Content Standard 2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)	4. Use analytic thinking to describe situations and solve problems.	Word Problem Shape-Up Set 1, 2, 3
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Grades 6-8

Subhead	Content Standards	Benchmarks	Merit Software
Patterns, Relationships and Functions	Content Standard 1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns)	3. Use patterns and their generalizations to make and justify inferences and predictions.	Word Problem Shape-Up Set 1, 2, 3; Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Geometry and Measurement	Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)	2. Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), time, temperature, perimeter, area, volume and angle.	Word Problem Shape-Up Set 1, 2, 3; Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Geometry and Measurement	Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)	5. Use proportional reasoning and indirect measurements to draw inferences.	Word Problem Shape-Up Set 1, 2, 3; Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Geometry and Measurement	Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)	6. Apply measurement to describe the real world and to solve problems.	Word Problem Shape-Up Set 1, 2, 3; Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Data Analysis and Statistics	Content Standard 2. Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively. (Description and Interpretation)	1. Critically read data from tables, charts or graphs and explain the source of the data and what the data represent.	Word Problem Shape-Up Set 1, 2, 3; Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2

Number Sense and Numeration	Content Standard 1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers)	1. Develop an understanding of integers and rational numbers and represent rational numbers in both fraction and decimal form.	Pre-Algebra Shape-Up
Number Sense and Numeration	Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)	3. Distinguish between numbers that are used for counting, numbers that are used for ordering, numbers that are used for measuring and numbers that are used for naming.	Pre-Algebra Shape-Up
Number Sense and Numeration	Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (number Relationship)	1. Compare and order integers and rational numbers using relations of equality and inequality.	Pre-Algebra Shape-Up
Number Sense and Numeration	Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (number Relationship)	3. Distinguish between prime and composite numbers; identify factors, multiples, common factors, and multiples, and relatively prime numbers; and apply divisibility tests to numbers.	Word Problem Shape-Up Set 1, 2, 3; Basic Algebra Shape-Up Set 1 & 2
Number Sense and Numeration	Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (number Relationship)	5. Apply their understanding of number relationships in solving problems.	Word Problem Shape-Up Set 1, 2, 3; Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2

Numerical and Algebraic Operations and Analytical Thinking	Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).	2. Compute with integers, rational numbers and simple algebraic expressions using mental computation, estimation, calculators and paper-and-pencil; explain what they are doing and how they know which operations to perform in a given situation.	Word Problem Shape-Up Set 1, 2, 3; Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).	3. Describe the properties of operations with rational and integers (e.g., closure; associative, commutative and distributive properties) and give examples of how they use those properties.	Word Problem Shape-Up Set 1, 2, 3; Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).	4. Efficiently and accurately apply operations with integers, rational numbers and simple algebraic expressions in solving problems.	Word Problem Shape-Up Set 1, 2, 3; Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)	1. Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	Word Problem Shape-Up Set 1, 2, 3; Basic Algebra Shape-Up Set 1 & 2
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)	4. Analyze problems modeled by linear functions, determine strategies for solving the problems and evaluate the adequacy of the solutions in the context of the problems.	Word Problem Shape-Up Set 1, 2, 3
Probability and Discrete Mathematics	Content Standard 1: Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations. (Probability)	1. Describe events as likely or unlikely and give qualitative and quantitative descriptions of the degree of likelihood.	Word Problem Shape-Up Set 1, 2, 3; Basic Algebra Shape-Up Set 1 & 2

Probability and Discrete Mathematics	Content Standard 1: Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations. (Probability)	2. Describe probability as a measure of certainty ranging from 0 to 1 and conduct activities that allow them to express probabilities of simple events in mathematical terms.	Word Problem Shape-Up Set 1, 2, 3
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Grades 9-12

Subhead	Content Standards	Benchmarks	Merit Software
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).	1. Present and explain geometric and symbolic models for operations with real and complex numbers and algebraic expressions.	Word Problem Shape-Up Set 1, 2, 3; Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).	4. Efficiently and accurately apply operations with real numbers, complex numbers, algebraic expressions, matrices and vectors in solving problems.	Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)	1. Identify important variables in a contest, symbolize them and express their relationships algebraically.	Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)	2. Represent algebraic concepts and relationships with matrices, spreadsheets, diagrams, graphs, tables, physical models, vectors, equations and inequalities; and translate among the various representations.	Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2

Numerical and Algebraic Operations and Analytical Thinking	Content Standard 2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)	3. Solve linear equations and inequalities algebraically and non-linear equations using graphing, symbol-manipulating or spreadsheet technology; and solve linear and non-linear systems using appropriate methods.	Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)	4. Analyze problems that can be modeled by functions, determine strategies for solving the problems and evaluate the adequacy of the solutions in the context of the problems.	Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2
Numerical and Algebraic Operations and Analytical Thinking	Content Standard 2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)	5. Explore problems that reflect the contemporary uses of mathematics in significant contexts and use the power of technology and algebraic and analytic reasoning to experience the ways mathematics is used in society.	Pre-Algebra Shape-Up; Basic Algebra Shape-Up Set 1 & 2