

Colorado
Curricular Standards
Mathematics - Grade 6
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Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
	Standard 1: Students develop number sense and use number and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.			
1.1	<i>Demonstrating meanings for integers, rational numbers, percents, exponents, square roots, and pi (•) using physical materials and technology in problem-solving situations.</i>			
	<ul style="list-style-type: none"> continue to locate commonly-used positive rational numbers, including fractions, mixed numbers, terminating decimals through thousandths, and percents, on the number line 	Appetizers 2 F; Main Dish Objective 2 (Mathematical Relations) Lesson 6; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> locate integers on the number line 	Appetizers 2 F; Main Dish Objective 2 (Mathematical Relations) Lesson 6; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> identify subsets of integers, including counting and whole numbers 	Appetizers 1 A; 2 F; Main Dish Objectives 1 (Number Concepts) Lesson 1; 2 (Mathematical Relations) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> pictorially, demonstrate the meaning of square numbers 			
	<ul style="list-style-type: none"> pictorially, demonstrate the meaning of square roots of perfect square numbers through 100 			

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1.2	<i>Reading, writing, and ordering integers, rational numbers, and common irrational numbers such as $\frac{1}{2}$ and $\frac{1}{5}$ and π.</i>			
	<ul style="list-style-type: none"> • <i>read, write, and order positive rational numbers, including commonly-used fractions and terminating decimals through thousandths</i> 	Appetizers 1 A & D; Main Dish Objective 1 (Number Concepts) Lessons 1 & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> • <i>compare positive fractions and decimals using the symbols =, $\frac{1}{2}$, $<$, $>$</i> 	Appetizers 1 C & E; Main Dish Objective 1 (Number Concepts) Lessons 3 & 5; Application; Final Test; Reasonableness Problems; Journal Topics		
1.3	<i>Applying number theory concepts (for example, primes, factors, multiples) to represent numbers in various ways.</i>			
	<ul style="list-style-type: none"> • <i>write the prime factorization of whole numbers in exponential form (for example, $36 = 2^2 \cdot 3^2$)</i> 	Appetizers 1 D; Main Dish Objective 1 (Number Concepts) Lesson 4; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> • <i>write whole numbers in expanded form with powers of ten (for example, $579 = 500 + 70 + 9 = 5 \times 100 + 7 \times 10 + 9 \times 1$)</i> 	Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> • <i>write large whole numbers using scientific notation (for example, $246,000,000 = 2.46 \times 10^8$; $2.46 \times 10^8 = 246,000,000$)</i> 			
	<ul style="list-style-type: none"> • <i>demonstrate the divisibility rules for 2, 3, 5, 6, 9, and 10</i> 			
	<ul style="list-style-type: none"> • <i>determine the greatest common factor and least common multiple of a pair of whole numbers</i> 	Appetizers 1 C & D; Main Dish Objective 1 (Number Concepts) Lessons 3 & 4; Application; Final Test; Reasonableness Problems; Journal Topics		

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1.4	Using the relationships among fractions, decimals, and percents, including the concepts of ratio and proportion, in problem-solving situations.			
	<ul style="list-style-type: none"> represent fractions, decimals, and percents as ratios 	Appetizers 1 E; Main Dish Objective 1 (Number Concepts) Lesson 5; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> demonstrate the similarities and differences between ratios and fractions 	Appetizers 1 E; Main Dish Objective 1 (Number Concepts) Lesson 5; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities using appropriate notations, including a/b, a to b, $a:b$ 	Appetizers 1 D; 2 C & D; 5 D; Main Dish Objectives 1 (Number Concepts) Lesson 4; 2 (Mathematical Relations) Lessons 3 & 4; 5 (Probability/Statistics) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.5	Developing, testing, and explaining conjectures about properties of integers and rational numbers.			
	<ul style="list-style-type: none"> demonstrate multiplication inverses of positive rational numbers (for example, $1/9 \cdot 9 = 1$) 			
	<ul style="list-style-type: none"> demonstrate that division by zero is undefined 	Appetizers 9 A; Main Dish Objective 9 (Division) Lesson 1; Application; Final Test; Reasonableness Problems; Journal Topics		

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1.6	<i>Using number sense to estimate and justify the reasonableness of solutions to problems involving integers, rational numbers, and common irrational numbers such as $\frac{1}{2}$, $\frac{1}{5}$, and $\frac{1}{\sqrt{2}}$.</i>			
	<ul style="list-style-type: none"> <i>estimate, using appropriate techniques, determine, and, then, justify the reasonableness of solutions to problems involving whole numbers and sums and differences of commonly-used fractions and decimals</i> 	Appetizers 6 C; 7 B; 11 A; 13 A & B; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 2; 11 (Problem Solving) Lesson 1; 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	Standard 2: Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.			
2.1	<i>Representing, describing, and analyzing patterns and relationships using table graphs, verbal rules, and standard algebraic notation.</i>			
	<ul style="list-style-type: none"> <i>represent, describe, and analyze patterns for relationships involving positive rational numbers</i> 	Appetizers 1 A; 2 A & B; Main Dish Objectives 1 (Number Concepts) Lesson 1; 2 (Mathematical Relations) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>use variables such as boxes, letters, or other symbols to describe a general rule and to solve problems</i> 	Appetizers 2 B & D; 12 A & B; Main Dish Objectives 2 (Mathematical Relations) Lessons 2 & 4; 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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2.2	<i>Describing patterns using variables, expressions, equations, and inequalities in problem-solving situations.</i>			
	<ul style="list-style-type: none"> <i>solve problems from patterns involving positive rational numbers using tables, graphs, and rules</i> 	Appetizers 2 B; 12 B; Main Dish Objectives 2 (Mathematical Relations) Lesson 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.3	<i>Analyzing fractional relationships to explain how a change in one quantity results in a change in another (for example, how the area of a circle changes as the radius increases, or how a person's height changes over time).</i>			
	<ul style="list-style-type: none"> <i>in any functional relationship involving positive rational numbers, describe how a change in one quantity affects the other.</i> 	Appetizers 1 C & E; 2 A; 4 D; Main Dish Objectives 1 (Number Concepts) Lessons 3 & 5; 2 (Mathematical Relations) Lesson 1; 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.4	<i>Distinguishing between linear and nonlinear functions through informal investigations.</i>			
	<ul style="list-style-type: none"> <i>graph discrete linear and nonlinear functions</i> 	Appetizers 2 D & E; Main Dish Objective 2 (Mathematical Relations) Lessons 4 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>graph a continuous linear function for a given situation</i> 	Appetizers 12 C; Main Dish Objective 12 (Mathematical Representation) Lesson 3; Application; Final Test; Reasonableness Problems; Journal Topics		

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2.5	<i>Solving simple linear equations in problem-solving situations using a variety of methods (informal, formal and graphical) and a variety of tools (physical materials, calculators and computers).</i>			
	<ul style="list-style-type: none"> <i>solve problems involving linear relationships in positive rational numbers</i> 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>solve simple linear equations with coefficients of 1 by informal methods using manipulatives, tables, graphs, or technology</i> 	Appetizers 2 D; 12 A; Main Dish Objectives 2 (Mathematical Relations) Lesson 4; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
Standard 3: Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning and processes used in solving these problems.				
3.1	<i>Reading and constructing displays of data using appropriate techniques (for example, line graphs, circle graphs, scatter plots, box plots, stem-and-leaf plots) and appropriate technology.</i>			
	<ul style="list-style-type: none"> <i>organize and display data using appropriate graphs, such as line, bar, circle, dot plots, frequency tables, stem-and-leaf, and histograms</i> 	Appetizers 5 B; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>read, interpret, and draw conclusions from various displays of data</i> 	Appetizers 2 E; 5 B; 12 C; Main Dish Objectives 2 (Mathematical Relations) Lesson 5; 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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3.2	<i>Displaying and using measures of central tendency, such as mean, median, and mode, and measures of variability, such as range and quartiles.</i>			
	<ul style="list-style-type: none"> determine the mean of a set of data by using an algorithm 	Appetizers 5 E; Main Dish Objective 5 (Probability/Statistics) Lesson 5; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> formally distinguish between mean, median, and mode 	Appetizers 5 E; Main Dish Objective 5 (Probability/Statistics) Lesson 5; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> given various displays of the same set of data (line, bar, circle, stem-and-leaf, and histograms), determine which measure of central tendency is most evident 			
3.3	<i>Evaluating arguments that are based on statistical claims.</i>			
	<ul style="list-style-type: none"> recognize a misleading display of data due to scaling 	Appetizers 5 B; Main Dish Objective 5 (Probability/Statistics) Lesson 2; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> critically evaluate biased sampling of a survey 			

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3.4	Formulating hypotheses, drawing conclusions, and making convincing arguments based on data analysis.			
	<ul style="list-style-type: none"> demonstrate the meaning of random sampling and biased versus unbiased samples 			
3.5	Determining probabilities through experiments or simulations.			
	<ul style="list-style-type: none"> pictorially demonstrate the equivalence of probabilities as either a common fraction, decimal, or percent 	Appetizers 5 D; Main Dish Objective 5 (Probability/Statistics) Lesson 4; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> assigns 0% to an impossible event and 100% to a certain event 	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> performs experiments of independent compound events to estimate probability 	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Application; Final Test; Reasonableness Problems; Journal Topics		
3.6	Making predictions and comparing results using both experimental and theoretical probability drawn from real-world problems.			
	<ul style="list-style-type: none"> predict the probability of independent compound events, such as the sum of two number cubes, conduct an experiment or simulation to determine the probability, and assign the probability to all possible sums of two number cubes 	Appetizers 5 A & C; Main Dish Objective 5 (Probability/Statistics) Lessons 1 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> demonstrate that the sum of all probabilities of two number cubes equals one 	Appetizers 5 D; Main Dish Objective 5 (Probability/Statistics) Lesson 4; Application; Final Test; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> using two chance devices, such as two number cubes or two spinners, design a fair game and an unfair game, and write the directions for each game 	Appetizers 5 A & D; Main Dish Objective 5 (Probability/Statistics) Lessons 1 & 3 - Enrichment Activities; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.7	Using counting strategies to determine all the possible outcomes from an experiment (for example, the number of ways students can line up to have their picture taken).			
	<ul style="list-style-type: none"> determine the number of outcomes of independent compound events, such as the sum of tossing two number cubes by making a list or tree diagram 	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Application; Final Test; Reasonableness Problems; Journal Topics		
Standard 4: Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.				
4.1	Constructing two- and three-dimensional models using a variety of materials and tools.			
	<ul style="list-style-type: none"> using a straight edge and a compass, paper folding, or computer software application, demonstrate the geometric construction of an angle bisector 			
	<ul style="list-style-type: none"> build models of triangular prisms including their nets 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> given three-dimensional model built with cubes, draw the orthogonal drawings (that is the front view, right side view, and top view) and the foundation drawing (that is, the shape of the foundation, placement and the number of cubes that are built on this foundation) and, conversely, given the orthogonal and foundation drawing, build the model 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Application; Final Test; Reasonableness Problems; Journal Topics		

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4.2	<i>Describing, analyzing, and reasoning informally about the properties (for example, parallelism, perpendicularity, congruence) of two- and three-dimensional figures; and</i>			
4.3	<i>Applying the concepts of ratio, proportion, and similarity in problem-solving situations.</i>			
	<ul style="list-style-type: none"> <i>describe complementary and supplementary angles</i> 	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>uses correct geometric symbols for parallelism, perpendicularity, and triangles</i> 	Appetizers 3 A & D; Main Dish Objective 3 (Geometry) Lessons 1 & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>reason informally about the properties (including lines of symmetry) of parallelograms, rhombuses, and triangular prisms</i> 	Appetizers 3 A & C; Main Dish Objective 3 (Geometry) Lessons 1 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>reason informally about congruence involving parallelograms, rhombuses, and triangular prisms</i> 	Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Application; Final Test; Reasonableness Problems; Journal Topics		
4.4	<i>Solving problems using coordinate geometry.</i>			
	<ul style="list-style-type: none"> <i>identify the four quadrants of the coordinate plane</i> 	Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>set up a coordinate graph (include axes, origin, and scale) and use it to mark and read coordinate pairs in all four quadrants</i> 	Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Application; Final Test; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> draw a graph from a given scenario 	Appetizers 5 B; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> graph distance, find pairs of points on the coordinate plane separated by that horizontal or vertical distance 	Appetizers 2 E; 12 C; Main Dish Objectives 2 (Mathematical Relations) Lesson 5; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4.5	<i>Solving problems involving perimeter and area in two dimension, and involving surface area and volume in three dimensions.</i>			
	<ul style="list-style-type: none"> solve problems involving perimeter and area of parallelograms and rhombuses 	Appetizers 4 D; 11 B; Main Dish Objectives 4 (Measurement) Lesson 4; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> solve problems involving volume of triangular prisms 	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> solve problems involving surface area of rectangular prisms 	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Application; Final Test; Reasonableness Problems; Journal Topics		

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4.6	Transforming geometric figures using reflections, translations, and rotations to explore congruence.			
	• <i>tile a plane with polygons</i>			
	• <i>demonstrate clockwise and counterclockwise rotation with 90°, 180°, and 270° turns</i>	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Application; Final Test; Reasonableness Problems; Journal Topics		
	• <i>using models, demonstrate the multiple transformations which occur to get from one congruent figure to the other, and give a written explanation of the transformations</i>	Appetizers 3 B; 11 C; Main Dish Objectives 3 (Geometry) Lesson 2; 11 (Problem Solving) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	Standard 5: Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.			
5.1	Estimating, using, and describing measures of distance, perimeter, area, volume, capacity, weight, mass, and angle comparison.			
	• <i>estimate the length of the sides and height of parallelograms and rhombuses</i>			
	• <i>estimate the perimeter and area of parallelograms and rhombuses</i>	Appetizers 4 D & E; Main Dish Objective 4 (Measurement) Lessons 4 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	• <i>estimate the volume of triangular prisms</i>	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Application; Final Test; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> estimate the surface area of rectangular prisms 	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> continue to estimate and use the capacity, weight, and mass measurements from previous grades 	Appetizers 4 A, B, & C; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> estimate measures of angles 	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Application; Final Test; Reasonableness Problems; Journal Topics		
5.2	Estimating, making, and using direct and indirect measurements to describe and make comparisons.			
	<ul style="list-style-type: none"> compare the estimates and direct measurements obtained in benchmarks 5.1, 5.4, and 5.6 	Appetizers 4 A, B, & C; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.3	Reading and interpreting various scales including those based on number lines, graphs, and maps.			
	<ul style="list-style-type: none"> read and interpret scales on number lines, graphs, and maps 			
	<ul style="list-style-type: none"> select the appropriate scale for a given problem 			

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5.4	<i>Developing and using formulas and procedures to solve problems involving measurement.</i>			
	<ul style="list-style-type: none"> develop and use formulas for perimeter and area of parallelograms and rhombuses using appropriate units 	Appetizers 4 D & E; 11 B; Main Dish Objectives 4 (Measurement) Lessons 4 & 5; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> develop and use the formula for volume of triangular prisms using appropriate units 			
5.5	<i>Describing how a change in an object's linear dimensions affects its perimeter, area, and volume.</i>			
	<ul style="list-style-type: none"> describe how changes in the base of a triangle affect its area when its height is constant 	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Application; Final Test; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> describe how changes in one of the dimensions of a rectangular prism affect its volume 	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Application; Final Test; Reasonableness Problems; Journal Topics		
5.6	<i>Selecting and using appropriate units and tools to measure to the degree of accuracy required in a particular problem-solving situation.</i>			
	<ul style="list-style-type: none"> select and use the appropriate units and tools to measure to the degree of accuracy required in a particular problem 	Appetizers 4 B & C; 13 A & B; Main Dish Objectives 4 (Measurement) Lessons 2 & 3; 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> measure the length of the sides and heights of parallelograms and rhombuses to the nearest inch and nearest centimeter 	Appetizers 4 B & C; Main Dish Objective 4 (Measurement) Lessons 2 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> measure angles and draw complements and supplements, where possible, using a protractor 	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Application; Final Test; Reasonableness Problems; Journal Topics		