

Title: Where'd They Get That Idea?		Alignment to NCTM Standards
Lesson Number	Lesson Title	<a href="http://standards.nctm.org/document/appendix/numb.htm">http://standards.nctm.org/document/appendix/numb.htm</a>
Lesson 1	The Orientation Class	An appropriate alignment is not available for this lesson.
Lesson 2	Money Makes Cares	An appropriate alignment is not available for this lesson.
Lesson 3	How Long Could You Observe a Stinky Fish	An appropriate alignment is not available for this lesson.
Lesson 4	Are These Figures the Same?	Precisely describe, classify, and understand relationships among types of two- and three-dimensional objects using their defining properties
		Understand relationships among the angles, side lengths, perimeters, areas, and volumes of similar objects
		Create and critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship
		Recognize and apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life
		Build new mathematical knowledge through problem solving
		Solve problems that arise in mathematics and in other contexts
		Apply and adapt a variety of appropriate strategies to solve problems
		Monitor and reflect on the process of mathematical problem solving
		Make and investigate mathematical conjectures
		Organize and consolidate their mathematical thinking through communication
		Communicate their mathematical thinking coherently and clearly to peers, teachers, and others
		Analyze and evaluate the mathematical thinking and strategies of others
		Use the language of mathematics to express mathematical ideas precisely
		Recognize and use connections among mathematical ideas
		Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
		Recognize and apply mathematics in contexts outside of mathematics
		Create and use representations to organize, record, and communicate mathematical ideas
		Select, apply, and translate among mathematical representations to solve problems
		Use representations to model and interpret physical, social, and mathematical phenomena
Lesson 5	Why Does a Ball Keep Moving After You Throw It?	An appropriate alignment is not available for this lesson.
Lesson 6	How Straight Is Straight?	Recognize and apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life
		Build new mathematical knowledge through problem solving
		Solve problems that arise in mathematics and in other contexts
		Apply and adapt a variety of appropriate strategies to solve problems

		Monitor and reflect on the process of mathematical problem solving
		Make and investigate mathematical conjectures
		Organize and consolidate their mathematical thinking through communication
		Communicate their mathematical thinking coherently and clearly to peers, teachers, and others
		Analyze and evaluate the mathematical thinking and strategies of others
		Use the language of mathematics to express mathematical ideas precisely
		Recognize and use connections among mathematical idea
		Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
		Recognize and apply mathematics in contexts outside of mathematics
		Create and use representations to organize, record, and communicate mathematical ideas
		Select, apply, and translate among mathematical representations to solve problems
		Use representations to model and interpret physical, social, and mathematical phenomena
Lesson 7	How Does a Scientist Think?	An appropriate alignment is not available for this lesson.
Lesson 8	Do You Like Mathematics?	An appropriate alignment is not available for this lesson.
Lesson 9	Does the Universe Ever End?	An appropriate alignment is not available for this lesson.
Lesson 10	Why Do We Study Math?	An appropriate alignment is not available for this lesson.
Lesson 11	Symmetry: Can You Prove It?	Precisely describe, classify, and understand relationships among types of two- and three-dimensional objects using their defining properties
		Understand relationships among the angles, side lengths, perimeters, areas, and volumes of similar objects
		Create and critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship
		recognize and apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life
		Build new mathematical knowledge through problem solving
		Solve problems that arise in mathematics and in other contexts
		Apply and adapt a variety of appropriate strategies to solve problems
		Monitor and reflect on the process of mathematical problem solving
		Make and investigate mathematical conjectures
		Organize and consolidate their mathematical thinking through communication
		Communicate their mathematical thinking coherently and clearly to peers, teachers, and others
		Analyze and evaluate the mathematical thinking and strategies of others
		Use the language of mathematics to express mathematical ideas precisely
		Recognize and use connections among mathematical idea
		Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
		Recognize and apply mathematics in contexts outside of mathematics
		Create and use representations to organize, record, and communicate mathematical ideas

		Select, apply, and translate among mathematical representations to solve problems
		Use representations to model and interpret physical, social, and mathematical phenomena
Lesson 12	Should Scientists Experiment on Animals?	An appropriate alignment is not available for this lesson.
Lesson 13	Is That Reason Enough?	An appropriate alignment is not available for this lesson.
Lesson 14	How Big Is Infinity?	An appropriate alignment is not available for this lesson.
Lesson 15	Why Do I Have To Prove It?	Precisely describe, classify, and understand relationships among types of two- and three-dimensional objects using their defining properties
		Understand relationships among the angles, side lengths, perimeters, areas, and volumes of similar objects
		Create and critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship
		Recognize and apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life
		Build new mathematical knowledge through problem solving
		Solve problems that arise in mathematics and in other contexts
		Apply and adapt a variety of appropriate strategies to solve problems
		Monitor and reflect on the process of mathematical problem solving
		Make and investigate mathematical conjectures
		Organize and consolidate their mathematical thinking through communication
		Communicate their mathematical thinking coherently and clearly to peers, teachers, and others
		Analyze and evaluate the mathematical thinking and strategies of others
		Use the language of mathematics to express mathematical ideas precisely
		Recognize and use connections among mathematical idea
		Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
		Recognize and apply mathematics in contexts outside of mathematics
		Create and use representations to organize, record, and communicate mathematical ideas
		Select, apply, and translate among mathematical representations to solve problems
		Use representations to model and interpret physical, social, and mathematical phenomena
Lesson 16	Will the Sun Rise Tomorrow?	An appropriate alignment is not available for this lesson.
Lesson 17	Are Scientists Responsible for Their Inventions?	An appropriate alignment is not available for this lesson.
Lesson 18	Do Triangles Really Exist?	Precisely describe, classify, and understand relationships among types of two- and three-dimensional objects using their defining properties
		Understand relationships among the angles, side lengths, perimeters, areas, and volumes of similar objects
		Create and critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship

		Recognize and apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life
		Build new mathematical knowledge through problem solving
		Solve problems that arise in mathematics and in other contexts
		Apply and adapt a variety of appropriate strategies to solve problems
		Monitor and reflect on the process of mathematical problem solving
		Make and investigate mathematical conjectures
		Organize and consolidate their mathematical thinking through communication
		Communicate their mathematical thinking coherently and clearly to peers, teachers, and others
		Analyze and evaluate the mathematical thinking and strategies of others
		Use the language of mathematics to express mathematical ideas precisely
		Recognize and use connections among mathematical ideas
		Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
		Recognize and apply mathematics in contexts outside of mathematics
		Create and use representations to organize, record, and communicate mathematical ideas
		Select, apply, and translate among mathematical representations to solve problems
		Use representations to model and interpret physical, social, and mathematical phenomena