SADLIER

Standards-Based Progress Mathematics

Aligned to the Chapter 111.

Texas Essential Knowledge and Skills (TEKS) for Mathematics

Subchapter B. Middle School, §111.26, Grade 6,
Adopted 2012.

Grade 6

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(b) Knowledge and skills

GRADE 6 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS		SADLIER *STANDARDS-BASED PROGRESS MATHEMATICS* GRADE 6	
(2)	Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:		
	(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers;	**Lesson 16**	**Locate Points with Rational Coordinates**—pp. 136–143 • Understand: Represent numbers on a number line • Understand: How the coordinate plane is divided into four quadrants • Understand: Represent points between the grid lines on a coordinate plane
	(B) identify a number, its opposite, and its absolute value;	**Lesson 15**	**Understand Positive and Negative Numbers and Opposites**—pp. 128–135 • Understand: What positive numbers and negative numbers represent • Understand: Positions of positive numbers and negative numbers on a number line • Understand: Numbers that are opposites
		Lesson 18	**Understand Absolute Value**—pp. 152–159 • Understand: Meaning of absolute value • Understand: Absolute value and elevation • Understand: Absolute value and money
	(C) locate, compare, and order integers and rational numbers using a number line;	**Lesson 16**	**Locate Points with Rational Coordinates**—pp. 136–143 • Understand: Represent numbers on a number line • Understand: How the coordinate plane is divided into four quadrants • Understand: Represent points between the grid lines on a coordinate plane
		Lesson 17	**Compare and Order Rational Numbers**—pp. 144–151 • Understand: Compare numbers using a number line • Understand: Order a set of numbers from least to greatest
	(D) order a set of rational numbers arising from mathematical and real-world contexts; and	**Lesson 16**	**Locate Points with Rational Coordinates**—pp. 136–143 • Understand: Represent numbers on a number line • Understand: How the coordinate plane is divided into four quadrants • Understand: Represent points between the grid lines on a coordinate plane

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		Lesson 17 **Compare and Order Rational Numbers**—pp. 144–151 • Understand: Compare numbers using a number line • Understand: Order a set of numbers from least to greatest
		Lesson 18 **Understand Absolute Value**—pp. 152–159 • Understand: Meaning of absolute value • Understand: Absolute value and elevation • Understand: Absolute value and money
	(E) extend representations for division to include fraction notation such as *a/b* represents the same number as $a \div b$ where $b \neq 0$.	**Lesson 22** **Identify Parts of an Expression** (show division with ÷ or a fraction bar)—pp. 190–197 • Understand: How to define a term in an expression • Understand: Identify the coefficient of an expression • Understand: Count the terms in an expression • Understand: How parentheses affect the number of terms
		Foundational Skills Handbook—p. 369 • Understand: A fraction as the quotient of whole number division
(3)	Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:	
	(A) recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values;	**Lesson 24** **Generate and Identify Equivalent Expressions**—pp. 206–213 • Understand: Write an expression without parentheses • Understand: Write an expression with parentheses • Understand: Recognize equivalent expressions
	(B) determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one;	n/a
	(C) represent integer operations with concrete models and connect the actions with the models to standardized algorithms;	n/a
	(D) add, subtract, multiply, and divide integers fluently; and	n/a
	(E) multiply and divide positive rational numbers fluently.	**Lesson 9** **Divide a Fraction by a Fraction**—pp. 80–87 • Understand: Use a diagram to compare one fraction to another fraction • Understand: Divide a fraction by a fraction

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		Lesson 10 **Problem Solving: Fraction Division**—pp. 88–95 • Understand: Using visual fraction models • Understand: Describing contexts for fraction division • Understand: Using fraction division in an area problem
		Lesson 13 **Multiply and Divide Multi-digit Decimals**—pp. 112–119 • Understand: The algorithm for multiplying multi-digit decimals • Understand: The algorithm for dividing multi-digit decimals
(4)	Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:	
	(A) compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships;	**Lesson 2** **Use Ratio Tables to Find Equivalent Ratios**—pp. 18–25 • Understand: Using a ratio table to find equivalent ratios • Understand: Finding missing values in a ratio table
		Lesson 3 **Use Ratio Tables to Compare Ratios**—pp. 26–33 • Understand: The multiplicative structure of a ratio table • Understand: Using ratio tables to compare ratios
	(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates;	**Lesson 1** **Understand Ratios and Unit Rates**—pp. 10–17 • Understand: What a ratio is • Understand: What a unit rate is
		Lesson 2 **Use Ratio Tables to Find Equivalent Ratios**—pp. 18–25 • Understand: Using a ratio table to find equivalent ratios • Understand: Finding missing values in a ratio table
		Lesson 3 **Use Ratio Tables to Compare Ratios**—pp. 26–33 • Understand: The multiplicative structure of a ratio table • Understand: Using ratio tables to compare ratios
		Lesson 4 **Solve Unit Rate Problems**—pp. 34–41 • Understand: The difference between a unit rate and the units of a ratio • Understand: Finding a unit price • Understand: Finding a constant speed
	(C) give examples of ratios as multiplicative comparisons of two quantities describing the same attribute;	**Lesson 1** **Understand Ratios and Unit Rates**—pp. 10–17 • Understand: What a ratio is • Understand: What a unit rate is

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	(D) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients;	**Lesson 1**	**Understand Ratios and Unit Rates**—pp. 10–17 • Understand: What a ratio is • Understand: What a unit rate is
	(E) represent ratios and percents with concrete models, fractions, and decimals;	**Lesson 1**	**Understand Ratios and Unit Rates**—pp. 10–17 • Understand: What a ratio is • Understand: What a unit rate is
		Lesson 5	**Calculate a Percent of a Quantity**—pp. 42–49 • Understand: The meaning of a percent • Understand: Finding a percent of a quantity
	(F) represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers;	**Lesson 5**	**Calculate a Percent of a Quantity** (1%, 10%, 25%, 50%, 75%; grids, strip/double number line diagrams)—pp. 42–49 • Understand: The meaning of a percent • Understand: Finding a percent of a quantity
		Lesson 6	**Find the Whole Given a Part and the Percent** (10%, 25%, 50%; grids, strip/double number line diagrams)—pp. 50–57 • Understand: Using a diagram and reasoning to find a whole • Understand: Using a double number line diagram and reasoning to find a whole
	(G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money; and	**Lesson 16**	**Locate Points with Rational Coordinates**—pp. 136–143 • Understand: Represent numbers on a number line • Understand: How the coordinate plane is divided into four quadrants • Understand: Represent points between the grid lines on a coordinate plane
		Lesson 24	**Generate and Identify Equivalent Expressions**—pp. 206–213 • Understand: Write an expression without parentheses • Understand: Write an expression with parentheses • Understand: Recognize equivalent expressions
	(H) convert units within a measurement system, including the use of proportions and unit rates.	**Lesson 1**	**Understand Ratios and Unit Rates**—pp. 10–17 • Understand: What a ratio is • Understand: What a unit rate is
		Lesson 7	**Convert Measurement Units**—pp. 58–65 • Understand: Using ratio reasoning to convert measurements • Understand: Converting units in the metric system

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(5)	Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:		
	(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions;	**Lesson 2**	**Use Ratio Tables to Find Equivalent Ratios**—pp. 18–25 • Understand: Using a ratio table to find equivalent ratios • Understand: Finding missing values in a ratio table
		Lesson 3	**Use Ratio Tables to Compare Ratios**—pp. 26–33 • Understand: The multiplicative structure of a ratio table • Understand: Using ratio tables to compare ratios
		Lesson 4	**Solve Unit Rate Problems**—pp. 34–41 • Understand: The difference between a unit rate and the units of a ratio • Understand: Finding a unit price • Understand: Finding a constant speed
		Lesson 8	**Problem Solving: Ratios and Rates**—pp. 66–73 • Understand: Using tape diagrams to solve problems about mixtures • Understand: Using tape diagrams with multi-step problems
	(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models; and	**Lesson 5**	**Calculate a Percent of a Quantity**—pp. 42–49 • Understand: The meaning of a percent • Understand: Finding a percent of a quantity
		Lesson 6	**Find the Whole Given a Part and the Percent**—pp. 50–57 • Understand: Using a diagram and reasoning to find a whole • Understand: Using a double number line diagram and reasoning to find a whole
	(C) use equivalent fractions, decimals, and percents to show equal parts of the same whole.	**Lesson 6**	**Find the Whole Given a Part and the Percent** (equivalent fraction, p. 52)—pp. 50–57 • Understand: Using a diagram and reasoning to find a whole • Understand: Using a double number line diagram and reasoning to find a whole
		Lesson 13	**Multiply and Divide Multi-digit Decimals** (equivalent decimal, p. 118)—pp. 112–119 • Understand: The algorithm for multiplying multi-digit decimals • Understand: The algorithm for dividing multi-digit decimals

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(6)	Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:		
	(A) identify independent and dependent quantities from tables and graphs;	**Lesson 30**	**Represent Relationships Between Variables** (independent variable/dependent variable)—pp. 254–261 • Understand: Equations that have two variables • Understand: Use a table to write an equation
	(B) write an equation that represents the relationship between independent and dependent quantities from a table; and	**Lesson 30**	**Represent Relationships Between Variables** (independent variable/dependent variable)—pp. 254–261 • Understand: Equations that have two variables • Understand: Use a table to write an equation
	(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$.	**Lesson 30**	**Represent Relationships Between Variables**—pp. 254–261 • Understand: Equations that have two variables • Understand: Use a table to write an equation
(7)	Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:		
	(A) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization;	**Lesson 20**	**Write and Evaluate Numerical Expressions with Exponents**—pp. 174–181 • Understand: Evaluate an expression with exponents • Understand: Write an expression using exponents
		Lesson 22	**Identify Parts of an Expression**—pp. 190–197 • Understand: How to define a term in an expression • Understand: Identify the coefficient of an expression • Understand: Count the terms in an expression • Understand: How parentheses affect the number of terms
		Lesson 23	**Evaluate Algebraic Expressions**—pp. 198–205 • Understand: Evaluate an algebraic expression • Understand: Use order of operations to evaluate an expression
	(B) distinguish between expressions and equations verbally, numerically, and algebraically;	**Lesson 20**	**Write and Evaluate Numerical Expressions with Exponents**—pp. 174–181 • Understand: Evaluate an expression with exponents • Understand: Write an expression using exponents
		Lesson 21	**Write Algebraic Expressions to Record Operations**—pp. 182–189 • Understand: Write expressions using addition

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		• Understand: Write expressions using subtraction • Understand: Write expressions using multiplication • Understand: Write expressions using division
		Lesson 22 **Identify Parts of an Expression**—pp. 190–197 • Understand: How to define a term in an expression • Understand: Identify the coefficient of an expression • Understand: Count the terms in an expression • Understand: How parentheses affect the number of terms
		Lesson 23 **Evaluate Algebraic Expressions**—pp. 198–205 • Understand: Evaluate an algebraic expression • Understand: Use order of operations to evaluate an expression
		Lesson 24 **Generate and Identify Equivalent Expressions**—pp. 206–213 • Understand: Write an expression without parentheses • Understand: Write an expression with parentheses • Understand: Recognize equivalent expressions
		Lesson 25 **Identify Solutions to Equations and Inequalities**—pp. 214–221 • Understand: Identify a solution to an equation • Understand: Identify solutions of an inequality
		Lesson 26 **Write Algebraic Expressions to Represent Problems**—pp. 222–229 • Understand: Use expressions to write an equation • Understand: Use expressions to write an inequality
		Foundational Skills Handbook—p. 373 • I. Understand: Writing and interpreting numerical expressions
(C)	determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations; and	**Lesson 24** **Generate and Identify Equivalent Expressions**—pp. 206–213 • Understand: Write an expression without parentheses • Understand: Write an expression with parentheses • Understand: Recognize equivalent expressions
(D)	generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.	**Lesson 21** **Write Algebraic Expressions to Record Operations**—pp. 182–189 • Understand: Write expressions using addition • Understand: Write expressions using subtraction

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		• Understand: Write expressions using multiplication • Understand: Write expressions using division
		Lesson 22 **Identify Parts of an Expression**—pp. 190–197 • Understand: How to define a term in an expression • Understand: Identify the coefficient of an expression • Understand: Count the terms in an expression • Understand: How parentheses affect the number of terms
		Lesson 23 **Evaluate Algebraic Expressions**—pp. 198–205 • Understand: Evaluate an algebraic expression • Understand: Use order of operations to evaluate an expression
		Lesson 24 **Generate and Identify Equivalent Expressions**—pp. 206–213 • Understand: Write an expression without parentheses • Understand: Write an expression with parentheses • Understand: Recognize equivalent expressions
		Foundational Skills Handbook—p. 370 • Understand: How to divide using the Distributive Property
		Properties of Addition and Multiplication (associative, commutative, identify, inverse, distributive)—p. 380
(8)	Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:	
(A)	extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle;	n/a
(B)	model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes;	**Lesson 31** **Find Areas of Parallelograms and Triangles**—pp. 268–275 • Understand: Find the area of a parallelogram • Understand: Find the area of a triangle
		Lesson 32 **Find Areas of Polygons**—pp. 276–283 • Understand: Find the area of a trapezoid • Understand: Find the area of a polygon

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	(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers; and	**Lesson 31** **Find Areas of Parallelograms and Triangles**—pp. 268–275 • Understand: Find the area of a parallelogram • Understand: Find the area of a triangle
		Lesson 32 **Find Areas of Polygons**—pp. 276–283 • Understand: Find the area of a trapezoid • Understand: Find the area of a polygon
		Lesson 33 **Find Volumes of Rectangular Prisms**—pp. 284–291 • Understand: Find the volume of a right rectangular prism with fractional edge lengths • Understand: Decide which formula to use when finding the volume of a right rectangular prism
		Foundational Skills Handbook—p. 374 • K. Understand: How to solve problems using formulas for volume
	(D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.	**Lesson 31** **Find Areas of Parallelograms and Triangles**—pp. 268–275 • Understand: Find the area of a parallelogram • Understand: Find the area of a triangle
		Lesson 32 **Find Areas of Polygons**—pp. 276–283 • Understand: Find the area of a trapezoid • Understand: Find the area of a polygon
		Lesson 33 **Find Volumes of Rectangular Prisms**—pp. 284–291 • Understand: Find the volume of a right rectangular prism with fractional edge lengths • Understand: Decide which formula to use when finding the volume of a right rectangular prism
		Foundational Skills Handbook—p. 374 • K. Understand: How to solve problems using formulas for volume
(9)	Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:	
	(A) write one-variable, one-step equations and inequalities to represent constraints or conditions within problems;	**Lesson 25** **Identify Solutions to Equations and Inequalities**—pp. 214–221 • Understand: Identify a solution to an equation • Understand: Identify solutions of an inequality
		Lesson 26 **Write Algebraic Expressions to Represent Problems**—pp. 222–229 • Understand: Use expressions to write an equation • Understand: Use expressions to write an inequality

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	(B)	represent solutions for one-variable, one-step equations and inequalities on number lines; and	*Related content–* **Lesson 28** **Solve Equations of the Form px = q** (no representing solutions on number lines)—pp. 238–245 • Understand: Solve an equation algebraically • Understand: Write an algebraic equation **Lesson 29** **Graph Solutions to Inequalities**—pp. 246–253 • Understand: Graph an inequality on a number line • Understand: Constraints on solutions
	(C)	write corresponding real-world problems given one-variable, one-step equations or inequalities.	*Related content–* **Lesson 26** **Write Algebraic Expressions to Represent Problems**—pp. 222–229 • Understand: Use expressions to write an equation • Understand: Use expressions to write an inequality **Lesson 27** **Solve Equations of the Form x + p = q**—pp. 230–237 • Understand: Solve an equation algebraically • Understand: Write and solve an algebraic equation **Lesson 28** **Solve Equations of the Form px = q**—pp. 238–245 • Understand: Solve an equation algebraically • Understand: Write an algebraic equation **Lesson 29** **Graph Solutions to Inequalities**—pp. 246–253 • Understand: Graph an inequality on a number line • Understand: Constraints on solutions
(10)	Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:		
	(A)	model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts; and	**Lesson 26** **Write Algebraic Expressions to Represent Problems**—pp. 222–229 • Understand: Use expressions to write an equation • Understand: Use expressions to write an inequality **Lesson 27** **Solve Equations of the Form x + p = q**—pp. 230–237 • Understand: Solve an equation algebraically • Understand: Write and solve an algebraic equation **Lesson 28** **Solve Equations of the Form px = q**—pp. 238–245 • Understand: Solve an equation algebraically • Understand: Write an algebraic equation

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		Lesson 29 **Graph Solutions to Inequalities**—pp. 246–253 • Understand: Graph an inequality on a number line • Understand: Constraints on solutions
(B)	determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.	**Lesson 25** **Identify Solutions to Equations and Inequalities**—pp. 214–221 • Understand: Identify a solution to an equation • Understand: Identify solutions of an inequality
		Lesson 26 **Write Algebraic Expressions to Represent Problems**—pp. 222–229 • Understand: Use expressions to write an equation • Understand: Use expressions to write an inequality
		Lesson 27 **Solve Equations of the Form x + p = q**—pp. 230–237 • Understand: Solve an equation algebraically • Understand: Write and solve an algebraic equation
		Lesson 28 **Solve Equations of the Form px = q**—pp. 238–245 • Understand: Solve an equation algebraically • Understand: Write an algebraic equation
		Lesson 29 **Graph Solutions to Inequalities**—pp. 246–253 • Understand: Graph an inequality on a number line • Understand: Constraints on solutions
(11)	Measurement and data. The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to graph points in all four quadrants using ordered pairs of rational numbers.	**Lesson 16** **Locate Points with Rational Coordinates**—pp. 136–143 • Understand: Represent numbers on a number line • Understand: How the coordinate plane is divided into four quadrants • Understand: Represent points between the grid lines on a coordinate plane
		Lesson 19 **Problem Solving: The Coordinate Plane**—pp. 160–167 • Understand: Find the distance between two points in the same quadrant • Understand: Find the length of a segment with endpoints in different quadrants
		Lesson 34 **Plot and Analyze Polygons in the Coordinate Plane**—pp. 292–299 • Understand: Plot and identify polygons in a coordinate plane • Understand: Identify missing vertices for specific polygons

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(12)	Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to:	
	(A) represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots;	**Lesson 36** **Statistical Questions** (dot plot)—pp. 314–321 • Understand: What a statistical question is • Understand: Ways to describe data **Lesson 39** **Display Numerical Data**—pp. 338–345 • Understand: Box plots • Understand: Histograms
	(B) use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution;	**Lesson 37** **Find the Median and Interquartile Range**—pp. 322–329 • Understand: How to find the range and median • Understand: How to find the interquartile range • Understand: Comparing data with the same median but different IQRs **Lesson 38** **Find the Mean and Mean Absolute Deviation**—pp. 330–337 • Understand: How to calculate the mean • Understand: How to calculate the mean absolute deviation • Understand: Comparing data with the same mean but different MADs
	(C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution; and	**Lesson 37** **Find the Median and Interquartile Range**—pp. 322–329 • Understand: How to find the range and median • Understand: How to find the interquartile range • Understand: Comparing data with the same median but different IQRs **Lesson 38** **Find the Mean and Mean Absolute Deviation**—pp. 330–337 • Understand: How to calculate the mean • Understand: How to calculate the mean absolute deviation • Understand: Comparing data with the same mean but different MADs **Lesson 40** **Summarize Numerical Data**—pp. 346–353 • Understand: Interpreting graphs and statistics • Understand: Interpreting data with outliers
(13)	Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:	
	(A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots; and	**Lesson 36** **Statistical Questions** (dot plot)—pp. 314–321 • Understand: What a statistical question is • Understand: Ways to describe data

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		Lesson 39 **Display Numerical Data**—pp. 338–345 • Understand: Box plots • Understand: Histograms
		Lesson 40 **Summarize Numerical Data**—pp. 346–353 • Understand: Interpreting graphs and statistics • Understand: Interpreting data with outliers
(B)	distinguish between situations that yield data with and without variability.	**Lesson 36** **Statistical Questions**—pp. 314–321 • Understand: What a statistical question is • Understand: Ways to describe data
		Lesson 40 **Summarize Numerical Data**—pp. 346–353 • Understand: Interpreting graphs and statistics • Understand: Interpreting data with outliers
(14)	Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	
(A)	compare the features and costs of a checking account and a debit card offered by different local financial institutions;	n/a
(B)	distinguish between debit cards and credit cards;	n/a
(C)	balance a check register that includes deposits, withdrawals, and transfers;	*Related content–* **Lesson 15** **Understand Positive and Negative Numbers and Opposites** (bank account, credit, debit)—p. 130 • Understand: What positive numbers and negative numbers represent • Understand: Positions of positive numbers and negative numbers on a number line • Understand: Numbers that are opposites
(D)	explain why it is important to establish a positive credit history;	n/a
(E)	describe the information in a credit report and how long it is retained;	n/a
(F)	describe the value of credit reports to borrowers and to lenders;	n/a
(G)	explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study; and	n/a
(H)	compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income.	n/a