



Mathematics

Applications and Concepts
Course 1
© 2006

STANDARDS		PAGE REFERENCES
Numbers, Number Sense, and Computation		
Content Standard 1.0: <i>To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate, use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.</i>		
By the end of Grade 6 , students know and are able to do everything required in the previous grades and:		
1.6.1 Read, write, add, subtract, multiply, and divide using decimals, fractions, and percents.	I/S	Student Edition: 102-105, 121-123, 135-138, 141-143, 144-147, 152-155, 228-231, 235-238, 240-243, 244-247, 261-264, 265-267, 272-275, 276-279, 395-397, 400-403, 404-406 <i>Hands-On Lab</i> 100-101, 134, 139-140, 150-151, 234, 259-260, 270-271 <i>Mid-Chapter Practice Test</i> 148, 268 <i>The Game Zone</i> 149, 233, 269 Teacher Wraparound Edition: A 105, 143, 231, 238, 247, 264; B 121, 400; I-CE 122, 136, 142, 145, 229

STANDARDS	PAGE REFERENCES
<p>1.6.2 Apply decimals, fractions, and percents to solve mathematical and practical problems.</p>	<p>E/S</p> <p>Student Edition: 102-105, 121-123, 135-138, 141-143, 144-147, 152-155, 228-231, 235-238, 240-243, 244-247, 261-264, 265-267, 272-275, 276-279, 395-397, 400-403, 404-406</p> <p><i>Hands-On Lab</i> 100-101, 134, 139-140, 150-151, 234, 259-260, 270-271</p> <p><i>Mid-Chapter Practice Test</i> 148, 268</p> <p><i>The Game Zone</i> 149, 233, 269</p> <p>Teacher Wraparound Edition: A 105, 143, 231, 238, 247, 264; B 121, 400; I-CE 122, 136, 142, 145, 229</p>
<p>1.6.3 Use the concepts of number theory, including prime and composite numbers, factors, multiples, and the rules of divisibility.</p>	<p>I/S</p> <p>Student Edition: 10-13, 14-17, 177-180, 194-197</p> <p><i>Mid-Chapter Practice Test</i> 22</p> <p><i>The Game Zone</i> 23</p> <p>Teacher Wraparound Edition: A 13, 179, 197; B 10, 14, 194; DI 11, 15, 178, 195; I-CE 11, 15</p>
<p>1.6.6 Compare and order groups of fractions and groups of decimals (e.g., on a number line).</p>	<p>I/S</p> <p>Student Edition: 108-110, 113 #30-32, 198-201, 205 #37-40, 209 #50</p> <p><i>Mid-Chapter Practice Test</i> 114 #5-9</p> <p><i>The Game Zone</i> 115</p> <p><i>Study Guide and Review</i> 127 #10-13, 212 #35-38</p> <p>Teacher Wraparound Edition: A 110; DI 108, 199; I-CE 109, 199</p>
<p>1.6.7 Round to a given decimal place value; estimate using decimals, fractions, and percents.</p>	<p>E/S</p> <p>Student Edition: 111-113, 116-119, 124 #44-48, 219-222, 223-225, 256-258, 415-417</p> <p><i>Study Guide and Review</i> 128 #14-27</p> <p><i>Hands-On Lab</i> 218</p> <p>Teacher Wraparound Edition: A 112, 119, 222, 225, 258, 417; B 111, 116, 223, 415; DI 223, 415; I-CE 112, 117, 220, 224, 227, 416</p>

STANDARDS		PAGE REFERENCES
1.6.9 Use models and drawings to identify, compare, add, and subtract fractions with unlike denominators; use models to translate among fractions, decimals, and percents.	I/S	Student Edition: 198-201, 202-205, 206-209, 235-238, 240-243, 244-247 <i>Study Guide and Review</i> 212, 249-250 <i>Practice Test</i> 251 #22-25 Teacher Wraparound Edition: A 201, 205, 209, 238, 247; B 198, 202, 206, 240; DI 199, 245; I-CE 199, 203, 207, 236, 241, 245
Patterns, Functions, and Algebra		
Content Standard 2.0: <i>To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.</i>		
2.6.1 Use and create tables and charts to extend a pattern in order to describe a rule.	E/S	Student Edition: 362-365, 366-369 <i>Hands-On Lab</i> 360-361 Teacher Wraparound Edition: A 365; B 362, 366; DI 363; I-CE 363, 367
2.6.2 Identify, model, describe, and evaluate relationships using charts and tables, with and without technology.	I/S	Student Edition: 66-69, 282-284 <i>Problem-Solving Strategy</i> 280-281 <i>Hands-On Lab</i> 360-361 Teacher Wraparound Edition: A 69, 284; B 66, 282; DI 282; I-CE 67, 283
2.6.7 Use a rule to create a table and represent the ordered pairs on a coordinate grid .	I/S	Student Edition: 320-323, 336 #48 <i>Study Guide and Review</i> 326 #66-73 <i>Practice Test</i> 327 #21-24 <i>Standardized Test Practice</i> 328-329 #10, #17-20, 375 #16 Teacher Wraparound Edition: A 323; B 320; I-CE 321-322

STANDARDS		PAGE REFERENCES
Measurement		
Content Standard 3.0: <i>To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.</i>		
3.6.1 Estimate and convert units of measure for length, weight, and capacity , within the same measurement system (customary or metric).	E/S	Student Edition: 465-468, 470-473, 476-479, 484-487, 490-493 <i>Hands-On Lab</i> 474-475 <i>Mid-Chapter Practice Test</i> 482 #3-17 Teacher Wraparound Edition: A 473, 479, 493; B 470; I-CE 466, 471
3.6.2 Explain how the size of the unit used affects the precision ; given two measurements of the same object, select the one that is more precise.	E/S	Student Edition: <i>Hands-On Lab</i> 480-481
3.6.3 Estimate, measure to the required degree of accuracy, derive, and apply formulas to find the perimeter, circumference, and area of plane figures .	E/S	Student Edition: 39-41, 158-160, 465-468, 470-473, 476-479, 484-487, 570-573 <i>Hands-On Lab</i> 464 <i>Spreadsheet Investigation</i> 469 <i>Problem-Solving Strategy</i> 488-489 Teacher Wraparound Edition: B 39; DI 40, 162
3.6.5 Use ratios to describe and compare relationships between various objects.	I/S	Student Edition: 390-393, 403 #40 <i>Hands-On Lab</i> 394 <i>Study Guide and Review</i> 419 #23-26 Teacher Wraparound Edition: A 393; B 391; DI 391; I-CE 392
Spatial Relationships and Geometry		
Content Standard 4.0: <i>To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will identify, represent, explain, verify, and apply spatial relationships and geometric properties.</i>		
4.6.1 Measure angles; identify, describe by properties, classify, compare, and draw regular and irregular quadrilaterals; find the sum of the interior angles of triangles and quadrilaterals.	E/S	Student Edition: 506-509, 510-512, 522-525 <i>Mid-Chapter Practice Test</i> 518 <i>The Game Zone</i> 519 <i>Hands-On Lab</i> 526-527 Teacher Wraparound Edition: A 509, 512, 525; B 506, 510; DI 507, 523; I-CE 507

STANDARDS		PAGE REFERENCES
4.6.2	I/S Determine actual measurements represented on scale drawings (e.g., maps, blueprints, houseplans).	Student Edition: 390-393, 403 #40 <i>Hands-On Lab</i> 394 <i>Study Guide and Review</i> 419 #23-26 Teacher Wraparound Edition: A 393; B 391; DI 391; I-CE 392
4.6.3	I/S Using a coordinate grid, identify coordinates for a given point and locate points of given coordinates; plot geometric shapes in all four quadrants.	Student Edition: 320-323, 336 #48, 536 #16 <i>Study Guide and Review</i> 326 #66-73 <i>Practice Test</i> 327 #21-24 <i>Standardized Test Practice</i> 328-329 #10, #17-20, 375 #16 <i>Hands-On Lab</i> 532-533 Teacher Wraparound Edition: A 323; B 320; I-CE 321-322
4.6.4	I/L Make a model of a three-dimensional prism from a two-dimensional drawing and make a two-dimensional drawing of a three-dimensional prism.	Student Edition: 544, 564-566, 575-578 <i>Hands-On Lab</i> 567, 574 Teacher Wraparound Edition: A 565, 574; DI 564; I-CE 565; PS 581; T 574; TNT 576
4.6.5	I/L Model slope (pitch, angle of inclination) using concrete objects and practical examples.	To meet this standard, see Glencoe's <i>Mathematics: Applications and Concepts Course 3</i> © 2006 (with preliminary explanation/diagram of angle of inclination) Student Edition: 166 #1, 168 #11
4.6.6	I/S Draw complementary and supplementary angles ; identify and find measures of complementary and supplementary angles using arithmetic and geometric methods.	Student Edition: 506-509, 512 #26 <i>Mid-Chapter Practice Test</i> 518 #5 <i>Study Guide and Review</i> 538 #10 <i>Practice Test</i> 541 #6 Teacher Wraparound Edition: I-CE 507
4.6.7	I/L Determine the measures of missing angles of triangles based on the Triangle Sum Theorem (the sum of the interior angles of a triangle equals 180 degrees).	Student Edition: <i>Hands-On Lab</i> 526-527 Teacher Wraparound Edition: DI 510

STANDARDS		PAGE REFERENCES
4.6.8 Construct circles, angles, and triangles based on given measurements using a variety of methods (e.g., protractor, paper folding).	W/L	Student Edition: 506-509, 510-512, 515-517 <i>Hands-On Lab</i> 513-514, 526-527 Teacher Wraparound Edition: A 509, 512; DI 510; I-CE 511
Data Analysis		
Content Standard 5.0: <i>To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.</i>		
5.6.1 Interpret data using various formats including circle graphs.	I/S	Student Edition: 50-53, 56-59, 62-65, 66-69 <i>Mid-Chapter Practice Test</i> 70 Teacher Wraparound Edition: A 55; B 56; DI 163; I-CE 55, 63
5.6.2 Conduct simple probability experiments using concrete materials and represent the results using decimals, percents, and ratios.	I/L	Student Edition: 428-431, 433-436, 450-453 <i>Hands-On Lab</i> 426-427, 432 <i>Mid-Chapter Practice Test</i> 442 #3-6 Teacher Wraparound Edition: A 430; DI 429; I-CE 429
5.6.3 Solve probability problems using a variety of methods including constructing sample spaces and tree diagrams.	E/S	Student Edition: 433-436 <i>Hands-On Lab</i> 432 <i>Mid-Chapter Practice Test</i> 442 #7-9 <i>Study Guide and Review</i> 455 #16-18
5.6.5 Analyze the effect a change of format will have on interpretation of statistical charts and graphs.	I/L	Student Edition: 50-53, 56-59, 62-65, 66-69, 76-78, 80-83 <i>Mid-Chapter Practice Test</i> 70 Teacher Wraparound Edition: A 55; B 56; DI 76; I-CE 55, 77, 81; TNT 80
5.6.6 Analyze data in a variety of formats to draw conclusions and make predictions	E/S	Student Edition: 50-53, 56-59, 62-65, 428-431, 433-436, 438-441, 444-447, 450-453 <i>Spreadsheet Investigation</i> 60-61 Teacher Wraparound Edition: A 53, 441; B 438; DI 54, 63, 438; TNT 439

STANDARDS		PAGE REFERENCES
Problem Solving		
Process Standard 6.0: <i>Students will develop their ability to solve problems by engaging in developmentally appropriate problem-solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.</i>		
6.1	E/S	Student Edition: 6-9 <i>Problem-Solving Strategy</i> 32-33, 54-55, 125-126, 192-193, 226-227, 280-281, 314-315, 358-359, 413-414, 448-449, 488-489, 520-521, 568-569 <i>Study Skill</i> 38 Teacher Wraparound Edition: A 9; B 6; I-CE 7
6.2	E/S	Student Edition: 6-9, 141-143 <i>When am I ever going to use this?</i> 24, 50, 182 <i>Prerequisite Skills</i> 586-593 Teacher Wraparound Edition: A 144; B 141
6.5	E/S	Student Edition: 6-9 <i>Problem-Solving Strategy</i> 32-33, 54-55, 125-126, 192-193, 226-227, 280-281, 314-315, 358-359, 413-414, 448-449, 488-489, 520-521, 568-569 <i>Study Skill</i> 38 Teacher Wraparound Edition: B 6
6.6	E/L	Student Edition: 6-9 <i>Problem-Solving Strategy</i> 32-33, 54-55, 125-126, 192-193, 226-227, 280-281, 314-315, 358-359, 413-414, 448-449, 488-489, 520-521, 568-569
6.7	E/S	Student Edition: 6-9, 86-89, 95 #14 <i>Problem-Solving Strategy</i> 54-55, 192-193, 280-281 Teacher Wraparound Edition: I-CE 87-88

STANDARDS		PAGE REFERENCES
6.9 Generalize solutions and strategies from earlier problems to new problem situations.	E/L	Student Edition: 6-9 <i>Problem-Solving Strategy</i> 32-33, 125-126, 413-414, 488-489 <i>Study Skill</i> 38 <i>Prerequisite Skills</i> 586-593 Teacher Wraparound Edition: DI 125
6.10 Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable.	E/S	Student Edition: 6-9, 37 #44, 47 #25, 86-89, 95 #14, 116-119, 223-225 <i>Problem-Solving Strategy</i> 54-55, 125-126, 156-157 <i>Spreadsheet Investigation</i> 60-61 <i>Hands-on Mini Lab</i> 62 <i>Hands-On Lab</i> 407-408, 480-481 Teacher Wraparound Edition: A 225, 258; I-CE 87-88
6.13 Use technology, including calculators, to solve problems and verify solutions. S 24.5.5; S 24.8.5	E/L	Student Edition: 206-207 <i>Study Tip</i> 19, 409 <i>Spreadsheet Investigation</i> 60-61, 79, 390, 469 Teacher Wraparound Edition: DI 136
6.14 Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions. G 7.12.3; S 1.5.1; S 1.12.2; S 1.12.4; S 14.8.6; S 24.5.5; S 24.8.5	E/L	Student Edition: 282-284, 362-365, 366-369 <i>Spreadsheet Investigation</i> 60-61, 79, 390, 469 <i>Hands-On Lab</i> 360-361 <i>Study Guide and Review</i> 372 #49-54

STANDARDS		PAGE REFERENCES
Mathematical Communication		
Process Standard 7.0: <i>Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.</i>		
7.1 Discuss and exchange ideas about mathematics as a part of learning. E 10.2.3; E 10.3.3; E 10.5.3; E 10.3.1; E 10.5.1; E 10.12.1; S 23.5.2	E/L	Student Edition: <i>Problem-Solving Strategy</i> 32 #1-3, 54 #1-3, 125 #1-3, 156 #1-3, 192 #1-3, 226 #1-3, 280 #1-3, 314 #1-3, 358 #1-3, 413 #1-3, 448 #1-3, 488 #1-3, 520 #1-3, 568 #1-3 Teacher Wraparound Edition: A 13; B 438, 444; DI 25, 125, 438
7.2 Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems. E 4.2.3; E 10.2.2; E 10.3.2; E 10.5.2; E 10.8.2; E 11.2.1; E 11.3.1; E 11.5.1; E 11.8.1; E 11.12.1; E 11.2.2; S 1.5.1; S 1.8.1; S 1.8.4; S 1.12.4; S 10.5.2; S 14.8.6; S 21.3.1	E/L	Student Edition: 50-53, 56-59, 72-75 Teacher Wraparound Edition: A 53, 59; B 50, 56; DI 51, 73; I-CE 51-52, 57-58
7.3 Read expository text to learn about mathematics. E 1.8.3; E 1.12.3; E 2.12.3; E 4.8.1; E 4.8.2; E 4.8.3	I/L	Teacher Wraparound Edition: A 209, 359; B 125, 177, 198, 294; DI 29
7.6 Interpret and solve word problems without the necessity of key words or phrases.	E/S	Student Edition: 6-9 <i>Problem-Solving Strategy</i> 32-33, 125-126, 280-281, 358-359 <i>Study Skill</i> 38 Teacher Wraparound Edition: A 9, 126; DI 125
7.8 Use physical material, diagrams , and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats. E 11.5.5; G 1.5.4; G 7.5.3; G 7.5.5; H 1.5.1; S 1.5.1; S 20.5.1; S 22.5.2; S 23.5.2	E/S	Student Edition: 6-9, 21 #40-41, 27 #36-37, 66-69, 86-89 <i>Problem-Solving Strategy</i> 54-55 <i>Spreadsheet Investigation</i> 60-61, 79 Teacher Wraparound Edition: DI 29; I-CE 87-88

STANDARDS		PAGE REFERENCES
7.10 Evaluate the effectiveness of written and oral presentations of mathematics. S 21.5.3; S 23.5.2	I/L	Student Edition: 6-9 <i>Hands-On Lab</i> 101, 271 <i>Problem-Solving Strategy</i> 156 Teacher Wraparound Edition: A 9, 157, 201, 243, 275; B 6, 272; DI 203
7.11 Make conjectures and present arguments in discussions of mathematical ideas. S 21.5.3; S 23.5.3	E/L	Student Edition: 16 #47, 111, 135, 180 #31, 524 #18-19 <i>Problem-Solving Strategy</i> 32-33 <i>Hands-On Lab</i> 100-101, 139-140, 260-261, 464 <i>Hands-on Mini Lab</i> 144 <i>Spreadsheet Investigation</i> 469 Teacher Wraparound Edition: DI 207
7.13 Explain and evaluate thinking about mathematical ideas and solutions. E 10.8.2; E 10.12.4; S 21.5.3	I/L	Student Edition: 6-9, 24-27, 124 #38-39, 221 #31-35, 497 #37 <i>Problem-Solving Strategy</i> 156-157, 280-281 <i>Hands-On Lab</i> 361 Teacher Wraparound Edition: A 9; DI 142
7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems. S 21.5.3; S 23.5.3	E/L	Student Edition: 6-9, 24-27, 124 #38-39, 221 #31-35, 497 #37 <i>Problem-Solving Strategy</i> 156-157, 280-281 <i>Hands-On Lab</i> 361 Teacher Wraparound Edition: A 9; DI 142
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	E/S	Student Edition: 6-9, 24-27, 124 #38-39, 221 #31-35, 497 #37 <i>Problem-Solving Strategy</i> 156-157, 280-281 <i>Hands-On Lab</i> 361 Teacher Wraparound Edition: A 9; DI 29, 142
7.17 Use mathematical notation to communicate and explain mathematical situations. S 21.2.1	E/L	Student Edition: 6-9, 34-37 <i>Problem-Solving Strategy</i> 358-359 Teacher Wraparound Edition: A 37, 359; B 358; DI 359

STANDARDS		PAGE REFERENCES
Mathematical Reasoning		
Process Standard 8.0: <i>Students will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.</i>		
8.2 Justify answers and the steps taken to solve problems, with and without manipulatives and physical models. S 1.5.1; S 10.5.2; S 20.5.1	E/S	Student Edition: 6-9 <i>Problem-Solving Strategy</i> 32-33, 54-55, 125-126, 192-193, 226-227, 280-281, 314-315, 358-359, 413-414, 448-449, 488-489, 520-521, 568-569 Teacher Wraparound Edition: A 9; B 6; DI 7, 25
8.4 Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems. Ec 3.8.2; Ec 3.8.3; Ec 9.8.4; Ec 3.12.1; Ec 3.12.2; Ec 3.12.3; Ec 3.12.4; Ec 6.12.6; G 7.12.4; S 17.3.2	E/S	Student Edition: 10-13, 66-69, 282-284 <i>Problem-Solving Strategy</i> 280-281 <i>Study Guide and Review</i> 286 #33-36 <i>Practice Test</i> 287 #22-24 <i>Hands-On Lab</i> 360-361 Teacher Wraparound Edition: A 13, 69, 284; B 66, 282; DI 11, 282; I-CE 67, 283
8.5 Follow a logical argument and judge its validity. E 4.8.4; E 4.12.4	E/L	Student Edition: 66-69, 86-89, 438-441 <i>Problem-Solving Strategy</i> 32-33 <i>Study Guide and Review</i> 92 #22-23 <i>Standardized Test Practice</i> 95 #14-15 <i>Hands-On Lab</i> 437 Teacher Wraparound Edition: A 69, 441; DI 87; I-CE 87-88
8.7 Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.	E/S	Student Edition: 6-9, 66-69, 86-89, 282-284, 438-441 <i>Problem-Solving Strategy</i> 32-33, 156-157, 280-281, 314-315 Teacher Wraparound Edition: A 69, 441; B 6, 438; DI 7, 87, 438; I-CE 7, 87-88, 283, 439

STANDARDS		PAGE REFERENCES
8.8 Ask questions to reflect on, clarify, and extend thinking.	E/L	Student Edition: 6-9, 66-69, 86-89, 438-441 <i>Study Skill 38</i> <i>Hands-On Lab 106-107 #1, #26</i> <i>Problem-Solving Strategy 156-157</i> Teacher Wraparound Edition: A 69, 83, 441; I-CE 67, 87-88
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	I/L	Student Edition: 6-9, 24-27, 124 #38-39, 221 #31-35, 497 #37 <i>Problem-Solving Strategy 156-157, 280-281</i> Teacher Wraparound Edition: A 9; DI 142
Mathematical Connections Process Standard 9.0: <i>Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between context strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.</i>		
9.1 Link new concepts to prior knowledge.	E/L	Student Edition: 135-138, 144-147, 444-447 <i>Hands-On Lab 106-107</i> Teacher Wraparound Edition: A 447; DI 122
9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.	E/S	Student Edition: 362-365, 366-369, 409-412 <i>Hands-On Lab 384-385, 360-361, 407-408</i> <i>Problem-Solving Strategy 413-414</i> Teacher Wraparound Edition: A 369, 412
9.3 Use models to explain the relationship of concepts to procedures. S 1.5.1; S 1.8.1; S 1.12.2; S 1.8.4; S 1.12.4; S 10.5.2; S 14.8.6; S 20.5.1	E/S	Student Edition: 339-342, 344-347, 355-357 <i>Hands-On Lab 337-338, 343, 354, 360-361, 384-385</i> Teacher Wraparound Edition: A 31, 33, 342, 357, 389; DI 19, 340, 363

STANDARDS		PAGE REFERENCES
9.4 Use the connections among mathematical topics to develop multiple approaches to problems. S 20.8.1	I/L	Student Edition: 13 #43-44, 19 Ex 3, 21 #42-47, 34-37 <i>Problem-Solving Strategy</i> 32-33, 125-126, 280-281, 314-315 <i>Hands-On Lab</i> 337-338 <i>The Game Zone</i> 349 Teacher Wraparound Edition: A 17, 21; B 24
9.5 Identify practical applications of mathematical principles that can be applied to other disciplines. S 14.12.5	I/L	Student Edition: 78 #15-17, 197 #26, 209 #39-41, 263 #33, 267 #27-30, 352 #40-41, 393 #14 <i>Interdisciplinary Project</i> 3, 89 <i>Spreadsheet Investigation</i> 79 <i>Problem-Solving Strategy</i> 193 #14 <i>When am I ever going to use this?</i> 261 Teacher Wraparound Edition: DI 236; I-CE 392
9.7 Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science). S 1.5.1; S 1.8.1; S 1.12.2; S 1.8.4; S 1.12.4; S 10.5.2; S 14.8.6; S 19.12.2	E/L	Student Edition: 78 #15-17, 197 #26, 209 #39-41, 263 #33, 267 #27-30, 352 #40-41, 393 #14 <i>Interdisciplinary Project</i> 3, 89 <i>Spreadsheet Investigation</i> 79 <i>Problem-Solving Strategy</i> 193 #14 <i>When am I ever going to use this?</i> 261 Teacher Wraparound Edition: DI 236; I-CE 392
9.8 Identify, explain, and use mathematics in everyday life. Ec 2.3.2; Ec 2.12.12; Ec 5.2.1; Ec 5.3.1; S 24.12.2	I/S	Student Edition: 78 #18, 83 #15-16, 86-89, 201 #30, 224 #7, 266 Ex #2, 440, 486, 487 #25-26 <i>Interdisciplinary Project</i> 97 <i>Problem-Solving Strategy</i> 192-193 <i>When am I ever going to use this?</i> 404 Teacher Wraparound Edition: A 157, 222, 227; B 465, 484