



Algebra

Concepts and Applications

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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 12 , students know and are able to do everything required in the previous grades and:		
1.12.1 Calculate and estimate sums, differences, products, quotients, powers , and roots using mental math, formulas , and algorithms . S 23.12.3; C 4.12.1	I/S	Student Edition: 8-13, 64-69, 70-74, 75-79, 82-85, 100-103, 140-145, 154-159, 357-361 <i>Investigation</i> 152-153
1.12.2 Apply the laws of exponents to perform operations on expressions with integral exponents and expressions in scientific notation. S 1.12.2	W/L	Student Edition: 336-340, 341-345, 347-351, 352-356, 361 #46-#53 <i>Math in the Workplace</i> 346 Teacher Wraparound Edition: OEA 345, 351, 356; RA 339

STANDARDS		PAGE REFERENCES
1.12.3 Apply the properties and theories of the real number system to everyday situations. S 1.12.2; H 3.12.4	I/S	Student Edition: 12 #52, 22 #37-#41, 69 #60, 78 #47-#48, 83 Ex 4, 99 #42, 103 #33-#35, 109 #33-#35, 365 #36-#38, 604 #16
1.12.5 Perform simple operations on matrices .	W/L	Student Edition: <i>Investigation</i> 80-81, 578-579
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>		
2.12.2 Represent and solve problems using discrete structures including graphs and matrices, with and without technology. Ec 3.12.2; H 4.12.1; H 5.12.1	E/L	Student Edition: 302-307, 311 Ex 3, 315 #38-#39, 319 #10, 326 #14, 468-473 <i>Graphing Calculator Exploration</i> 491 <i>Hands-On Algebra</i> 324 <i>Investigation</i> 308-309 Teacher Resources: Enrichment 44
2.12.3 Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I=PRT$ or $R=I/PT$), solving for the needed variable as necessary in given situations. H 3.12.4; H 4.12.1; S 1.12.2; S 1.12.4; S 20.12.1; S 23.12.2	E/S	Student Edition: 169 #36, 174 #35, 190-191, 194-197, 198-203, 204-209, 212-217, 361 #43, 575 Ex 5 <i>Preparing for Standardized Tests</i> 235 #5
2.12.4 Add, subtract, multiply, and factor (1^{st} and 2^{nd} degree) polynomials , describing each step in the process and the connection between the algebraic process and the arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems. H 3.12.4; H 4.12.1; S 23.12.2	I/S	Student Edition: 388-393 (specifically 392 #1-#2), 394-398, 399-404, 434-439 <i>Hands-On Algebra</i> 388-389, 400, 434-435 Teacher Wraparound Edition: OEA 398, 404

STANDARDS		PAGE REFERENCES
2.12.5 Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology. Ec 3.12.2; Ec3.12.3; Ec 3.12.4; Ec 6.12.6; G 1.12.3; H 3.12.4; H 4.12.1; S 1.12.2	E/S	Student Edition: 238-243, 250-255, 270, 302-307, 475 Ex 2 <i>Graphing Calculator Exploration</i> 317, 471, 491 <i>Hands-On Algebra</i> 489 <i>Investigation</i> 308-309
2.12.6 Determine the domain and range of linear relations given a graph or a set of ordered pairs ; explain their importance in problem-solving situations. H 5.12.1	W/L	Student Edition: 238-243, 244-249, 250-255, 256-261, 301 #51-#52, 371 #47, 537 Ex 3 Teacher Wraparound Edition: OEA 243
2.12.7 Solve systems of two linear equations, both algebraically and graphically; use graphing calculators as a primary tool in solving these problems and to verify solutions found by other methods.	W/L	Student Edition: 550-553, 554-557, 560-565, 566-571, 572-577 <i>Graphing Calculator Exploration</i> 551 <i>Hands-On Algebra</i> 560 <i>Investigation</i> 578-579 Teacher Wraparound Edition: OEA 553, 577
Measurement		
Content Standard 3.0: 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.		
3.12.1 Convert between customary and metric systems; convert among monetary systems.	I/L	Student Edition: 188-193
3.12.2 Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass. S 2.12.1	I/S	Student Edition: 29 #17, 37 #25, 97 Ex 7, 99 #38-#41, 103 #36, 151 #31, 174 #36, 188-193

STANDARDS		PAGE REFERENCES
3.12.3 Distinguish and differentiate among the structures, language and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision, error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations. S 23.12.8	I/S	Student Edition: <i>Graphing Calculator Exploration</i> 338-339 <i>Investigation</i> 410-411, 426-427
3.12.4 Use and interpret consumer data (e.g., amortization tables , tax tables, and compound interest charts) to make informed financial decisions related to practical applications such as budget. E 4.12.3; Ec 2.12.4; Ec 2.12.5; Ec 2.12.8; Ec 2.12.12	I/L	Student Edition: 97 Ex 7, 99 #38-#41 Also see Glencoe's <i>Algebra 1</i> © 2005 Student Edition: 561-565
3.12.5 Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems. S 2.12.1; S 23.12.4	I/S	Student Edition: 366-371 <i>Investigation</i> 372-373 <i>Preparing for Standardized Tests</i> 546-547
Spatial Relationships and Geometry		
Content Standard 4.0: 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.		
4.12.1 Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords , secants and tangents) to solve practical problems. H 3.12.4	I/S	See Glencoe's <i>Geometry: Concepts and Applications</i> 2006 Student Edition: 409 Ex 1-2, 411 #3, 466 #36-#37, 473 #24, 476 #6, 477 #17-#19 <i>Math in the Workplace</i> 459

STANDARDS		PAGE REFERENCES
4.12.5 Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines and find possible solutions to sets of equations; use algebraic techniques to solve problems determined by geometric relationships. H 5.12.1	I/S	Student Edition: 250-255, 284-289, 310-315, 322-327, 550-553 <i>Graphing Calculator Exploration</i> 551 <i>Hands-On Algebra</i> 324
4.12.6 Use complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons to solve practical problems. H 3.12.4	W/S	See Glencoe's <i>Geometry: Concepts and Applications</i> © 2006 Student Edition: 104-109, 110-114, 116-121, 122-127, 128-133, 148-153, 156-161, 233 #28, 281 #38 <i>Math in the Workplace</i> 115
4.12.7 Apply the Pythagorean Theorem, its converse, properties of special right triangles, and right triangle trigonometry to solve practical problems. H 3.12.4	I/S	See Glencoe's <i>Geometry: Concepts and Applications</i> © 2006 Student Edition: 256-261, 554-558, 559-563, 564-569, 572-577 <i>Investigation</i> 570-571 Teacher Wraparound Edition: OEA 261
4.12.8 Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.	W/L	See Glencoe's <i>Geometry: Concepts and Applications</i> © 2006 Student Edition: <i>Graphing Calculator Exploration</i> 193, 290, 427-428, 478, 506 <i>Hands-On Geometry</i> 6, 169, 420-421, 425, 469
4.12.9 Construct, justify and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles. E 10.12.4	E/S	Student Edition: 473 #27 See Glencoe's <i>Geometry: Concepts and Applications</i> © 2006 Student Edition: 638-643, 644-648, 649-653, 654-659, 660-665 <i>Investigation</i> 666-667 Teacher Wraparound Edition: OEA 648, 653; RA 656

STANDARDS		PAGE REFERENCES
Data Analysis		
Content Standard 5.0: 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.		
5.12.1 Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information. G 3.12.4; G 4.12.1; G 7.12.3; H 2.12.2; H 2.12.3; S 22.12.2	I/L	Student Edition: <i>Graphing Calculator Exploration</i> 105
5.12.2 Design, conduct, analyze, and communicate the results of multi-stage probability experiments. H 5.12.1	I/L	Student Edition: <i>Hands-On Algebra</i> 220, 224 Teacher Wraparound Edition: OEA 223
5.12.3 Distinguish between and apply permutations and combinations using a variety of methods, including The Fundamental Counting Principle. H 5.12.1	W/L	Student Edition: 146-151 <i>Investigation</i> 152-153 Teacher Wraparound Edition: EC 151; OEA 151
5.12.4 Select and use the measures of central tendency such as mean, median, mode and variability including range, distribution and possible outliers that are appropriate for given situations. G 7.12.4; S 20.12.4	E/S	Student Edition: 104-109, 116 #41-#42, 121 #42, 127 #49, 131 #41, 158 #53-#55, 209 #38 <i>Graphing Calculator Exploration</i> 105 <i>Investigation</i> 210-211 <i>Preparing for Standardized Tests</i> 185 #7

STANDARDS		PAGE REFERENCES
<p>5.12.5</p> <p>Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting and inappropriate uses of controls or sample groups.</p> <p>S 19.12.1; S 21.12.2; S 21.12.3; S 23.12.6</p>	E/S	<p>Student Edition: 32-35, 37 #23</p> <p>See <i>Glencoe's Algebra 1</i> © 2005</p> <p>Student Edition: 52 Ex 4, 54 #10-#11, 54 #16-#19, 708-713 <i>Reading Mathematics</i> 714</p> <p>Teacher Wraparound Edition: DI 52; OEA 713</p>
<p>5.12.6</p> <p>Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).</p> <p>S 22.12.2</p>	I/L	<p>Student Edition: <i>Investigation</i> 262-267</p>
<p>Problem Solving</p> <p>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></p>		
<p>6.1</p> <p>Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.</p> <p>S 1.2.3; S 1.5.1; S 1.8.1; S 1.8.4; S 1.12.2; S 1.12.4; S 2.12.1; S 3.2.3; S 10.5.2; S 14.8.6; S 19.12.2; S 21.3.1</p>	E/S	<p>Student Edition: 23 #42, 103 #35, 131 #33, 170 #42, 206-207, 261 #49, 269 #34, 356 #50, 404 #56</p> <p><i>Graphing Calculator Exploration</i> 317</p>
<p>6.2</p> <p>Apply previous experience and knowledge to new problem-solving situations.</p>	E/S	<p>Student Edition: 127 #43, 174 #37, 203 #44, 289 #30, 307 #18, 340 #44, 352-356, 439 #52, 445, 473 #27</p>

STANDARDS		PAGE REFERENCES
6.5 Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation. S 21.5.3; S 21.12.3	E/S	Student Edition: 316-321, 464-467, 474-477, 478-482, 483-487, 560-565, 566-571, 572-577 <i>Graphing Calculator Exploration</i> 272, 338-339
6.6 Try more than one strategy when the first strategy proves to be unproductive.	E/L	This teacher-directed standard is met throughout the textbook as different strategies are introduced to help student comprehension.
6.7 Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists. S 19.12.2	E/S	Student Edition: 129-131, 146-151, 165-170, 171-175, 178, 566-571, 572-577, 624-629, 668-673 <i>Investigation</i> 152-153
6.9 Generalize solutions and strategies from earlier problems to new problem situations.	E/L	Student Edition: 29 #19, 57 #50, 74 #49, 79 #50, 316-321, 345 #49 <i>Graphing Calculator Exploration</i> 317 <i>Hands-On Algebra</i> 25, 324 <i>Investigation</i> 30-31
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: 24-29, 67 Ex 5, 130 Ex 4, 146-151, 158 #47, 166 Ex 4, 190 Ex 5, 193 #51, 198-203, 204-209
6.11 Apply combinations of proven strategies and previous knowledge to solve non-routine problems.	E/L	Student Edition: 179 #34, 193 #53, 217 #37, 249 #39, 261 #49, 275 #30, 340 #44, 371 #36, 398 #66, 473 #27
6.13 Use technology, including calculators, to solve problems and verify solutions. S 24.5.5; S 24.8.5	E/L	Student Edition: <i>Graphing Calculator Exploration</i> 167, 214, 272, 317, 338-339, 421, 491, 551, 588, 625

STANDARDS		PAGE REFERENCES
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: <i>Graphing Calculator Exploration</i> 214, 272, 308-309, 338-339, 421, 491, 638
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	Teacher Wraparound Edition: CL 110; OEA 29, 79, 116; RA 73, 77, 107, 207, 299, 350
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: <i>Investigation</i> 30-31 Teacher Wraparound Edition: FA 36, 108; MTL 8, 19, 38, 75, 100; OEA 23; RA 77, 304
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	Student Edition: <i>Investigation</i> 30-31, 80-81, 110-111, 152-153, 210-211, 262-263, 308-309, 372-373, 410-411, 426-427
7.6 Interpret and solve word problems without the necessity of key words or phrases.	E/S	Student Edition: 79 #48, 85 #42, 131 #33, 170 #40 & #42, 193 #50, 202 #42, 209 #29, 370 #34, 472 #24, 523 #36

STANDARDS		PAGE REFERENCES
7.9 Model and explain mathematical relationships using oral, written, graphical, and algebraic methods. E 5.8.1; E 5.8.2; E 6.8.2; E 11.8.5; E 11.12.5; S 1.12.2; S 1.12.4; S 14.8.6; S 20.12.1; S 22.8.2; S 22.12.2	E/S	Student Edition: 21 #1-#2, 41 #1-#2, 61 #1, 73 #1, 102 #1-#2, 125 #1, 156 #3, 169 #38, 255 #42, 459-460 Ex 3
7.10 Evaluate the effectiveness of written and oral presentations of mathematics. S 21.5.3; S 23.5.2	I/L	Student Edition: 17 #3, 125 #4, 148 #3, 207 #3, 350 #3 <i>Investigation</i> 30-31 Teacher Wraparound Edition: OEA 164; RA 77, 173, 178
7.11 Make conjectures and present arguments in discussions of mathematical ideas. S 21.5.3; S 23.5.3	E/L	Student Edition: 464-465 <i>Graphing Calculator Exploration</i> 105, 272, 317 <i>Hands-On Algebra</i> 25, 141, 324 <i>Investigation</i> 30-31, 110-111, 410-411
7.14 Explain and evaluate thinking about mathematical ideas and solutions based on the role of definitions, properties, common rules, and symbols in solving problems.	I	Student Edition: 17 #3, 125 #4, 148 #3, 207 #3, 350 #3 <i>Investigation</i> 30-31 Teacher Wraparound Edition: OEA 164; RA 77, 173, 178
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: 201 #2, 215 #1, 222 #2, 273 #1, 466 #2, 476 #3, 507 #4, 532 #3, 538 #2, 564 #1
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	E/S	Student Edition: 107 #1, 125 #1, 130 #3 Teacher Wraparound Edition: OEA 159, 164, 170, 301, 307, 356, 425

STANDARDS		PAGE REFERENCES
7.17 Use mathematical notation to communicate and explain mathematical situations. S 21.2.1	E/L	Student Edition: 24-29, 38-43, 67 Ex 5, 78 #47, 126 #41, 158 #49, 174 #35, 202 #41, 336-340, 352-356
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>		
8.3 Construct, justify, and defend mathematical conclusions using logical arguments, in situations related to mathematics, science, and technology. E 10.12.4; G 7.12.4; S 1.8.1; S 1.8.4; S 1.12.4; S 14.8.6	I/L	Student Edition: 345 #49, 347, 464-467 <i>Graphing Calculator Exploration</i> 317 <i>Hands-On Algebra</i> 66, 141 Teacher Wraparound Edition: OEA 79, 85; RA 77, 156
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: 64, 70, 75, 82, 117-121, 122 <i>Graphing Calculator Exploration</i> 317 <i>Hands-On Algebra</i> 66, 141 <i>Investigation</i> 110-111
8.5 Follow a logical argument and judge its validity. E 4.8.4; E 4.12.4	E/L	Teacher Wraparound Edition: OEA 170; RA 173, 318, 364 See Glencoe's <i>Geometry: Concepts and Applications</i> © 2006 Student Edition: 638-643, 644-648, 649-653, 654-659 <i>Hands-On Geometry</i> 408 Teacher Wraparound Edition: FA 642

STANDARDS		PAGE REFERENCES
8.7 Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.	E/S	Student Edition: <i>Investigation</i> 30-31 See Glencoe's <i>Geometry: Concepts and Applications</i> © 2006 Student Edition: 4-9, 638-643, 644-648, 649-653, 654-659, 660-665 <i>Hands-On Geometry</i> 6 <i>Investigation</i> 10-11, 666-667
8.8 Ask questions to reflect on, clarify, and extend thinking.	E/L	Teacher Wraparound Edition: RA 125
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	I/L	See Glencoe's <i>Geometry: Concepts and Applications</i> © 2006 Student Edition: 644-648, 649-653, 654-659, 660-665 <i>Investigation</i> 666-667 Teacher Wraparound Edition: OEA 648; RA 645
8.10 Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles. E 10.12.4	I/L	Student Edition: 364 #1 See Glencoe's <i>Geometry: Concepts and Applications</i> © 2006 Student Edition: 644-648, 649-653, 654-659, 660-665 <i>Hands-On Geometry</i> 660 <i>Investigation</i> 666-667 Teacher Wraparound Edition: OEA 648; RA 645

STANDARDS		PAGE REFERENCES
Mathematical Connections		
Process Standard 9.0: 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.		
9.1 Link new concepts to prior knowledge.	E/L	Student Edition: 100-102, 122-127, 160-164, 171-175, 296-301, 345 #49, 352-356 <i>Investigation</i> 308-309 Teacher Wraparound Edition: FTC 153
9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.	E/S	Student Edition: 70, 336, 366-371, 394, 399, 405-407 <i>Hands-On Algebra</i> 166, 400, 428 <i>Investigation</i> 30-31
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: 52-57, 58-63, 64-69, 70, 82, 117-121, 336 <i>Hands-On Algebra</i> 66, 400
9.4 Use the connections among mathematical topics to develop multiple approaches to problems. S 20.8.1	I/L	Student Edition: 70, 336, 366-371, 394, 399, 405-407 <i>Hands-On Algebra</i> 166, 400, 428 <i>Investigation</i> 30-31
9.6 Use and analyze the connections between Mathematics and other disciplines. Ec 2.8.2; Ec 2.12.4; Ec 2.12.8; H 2.8.3; H 2.12.3; S 2.12.1; S 14.12.5	I/L	Student Edition: 7 #42, 28 #15, 74 #47, 99 #43, 121 #37, 149 #16, 170 #40, 193 #51, 202 #41, 467 #28

STANDARDS		PAGE REFERENCES
<p>9.7</p> <p>Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).</p> <p>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</p>	E/L	<p>Student Edition:</p> <p>352-356, 371 #35, 461 #15, 467 #27, 472 #25, 477 #32, 482 #42, 493 #24-#25, 672 #40</p>
<p>9.8</p> <p>Identify, explain, and use mathematics in everyday life.</p> <p>Ec 2.3.2; Ec 2.12.12; Ec 5.2.1; Ec 5.3.1; S 24.12.2</p>	I/S	<p>Student Edition:</p> <p>55 #1, 69 #60, 74 #47, 97 Ex 7, 99 #38-#42, 102 #2, 109 #32, 492 #22</p> <p>Teacher Wraparound Edition:</p> <p>FA 108</p>