



# IMPACT MATHEMATICS

Algebra and More

Course 2

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## STANDARDS

## PAGE REFERENCES

### Numbers, Number Sense, and Computation

**Content Standard 1.0:** *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.*

By the end of **Grade 7**, students know and are able to do everything required in the previous grades and:

<p>1.7.1 Read, write, and compute <b>ratios</b><sup>1</sup> and <b>proportions</b>; read, write, add, subtract, multiply, and divide positive and negative numbers.</p>	<p>I/S</p> <p><b>Student Edition:</b> 218-219, 222-227, 228-230, 231-233, 234-235, 242-244, 245-247, 248-249, 520-524, 524-526, 527-529, 540-542, 543-545, 545-548 <i>Lab Investigation</i> 220-222 <i>On Your Own Exercises</i> 236-240, 250-252, 532-537</p> <p><b>Teacher's Guide:</b> T219, T224, T225, T226, T227, T232, T243, T244, T246, T248, T521</p>
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STANDARDS		PAGE REFERENCES
1.7.2 Apply positive and negative numbers, ratios, and proportions to solve mathematical and practical problems.	E/S	<b>Student Edition:</b> 218-219, 222-227, 228-230, 231-233, 234-235, 242-244, 245-247, 248-249, 520-524, 524-526, 527-529, 540-542, 543-545, 545-548 <i>Lab Investigation</i> 220-222 <i>On Your Own Exercises</i> 236-240, 250-252, 532-537 <b>Teacher's Guide:</b> T219, T224, T225, T226, T227, T232, T243, T244, T246, T248, T521
1.7.3 Use <b>absolute value</b> and the properties of real numbers including distributive, <b>commutative</b> , and <b>associative</b> to solve problems.	E/S	<b>Student Edition:</b> 52-53, 59-63, 64-67, 218-219 <i>Think and Discuss</i> 14 <i>On Your Own Exercises</i> 69-71 #16-19, #40, 212 #65-70 <i>Review and Self-Assessment</i> 75 #10-16 <b>Teacher's Guide:</b> T32, T148, T219
1.7.6 Compare and order groups containing a mix of fractions, percents, and decimals (e.g., on a number line).	I/S	<b>Student Edition:</b> <i>On Your Own Exercises</i> 30 #55-56, 51 #30, 90 #22-27, 418 #44-46, 496 #25
1.7.7 Select and round to the appropriate significant digit; estimate using a variety of methods.	E/S	<b>Student Edition:</b> 385-387, 541-542, 588-589 <i>Lab Investigation</i> 388-391 <i>On Your Own Exercises</i> 591 #5-7, 594-595 <b>Teacher's Guide:</b> T588
1.7.9 Translate among fractions, decimals and percents.	E/S	<b>Student Edition:</b> <i>On Your Own Exercises</i> 30 #55-56, 51 #30, 90 #22-27, 418 #44-46, 496 #24

STANDARDS		PAGE REFERENCES
<b>Patterns, Functions, and Algebra</b>		
<b>Content Standard 2.0:</b> <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>		
2.7.1 Use and create coordinate graphs (i.e., linear, geometric, and exponential ) to represent and/or interpret patterns and relationships, with and without calculators.	E/S	<b>Student Edition:</b> 176-178, 261, 263, 307-308, 309-311, 322-325, 327-328, 328-329, 330-333, 348-350, 351-353, 362-364, 365-368, 368-370 <i>Lab Investigation</i> 312-313 <i>On Your Own Exercises</i> 314-317, 334-341, 354-360, 371-376 <b>Teacher's Guide:</b> T178, T263, T307, T309-T311, T328-T329, T348-T350, T365-T368
2.7.2 Identify, model, describe, and evaluate relationships using graphs, with and without technology.	E/S	<b>Student Edition:</b> 176-178, 261, 263, 307-308, 309-311, 322-325, 327-328, 328-329, 330-333, 348-350, 351-353, 362-364, 365-368, 368-370 <i>Lab Investigation</i> 312-313 <i>On Your Own Exercises</i> 314-317, 334-341, 354-360, 371-376 <b>Teacher's Guide:</b> T178, T263, T307, T309-T311, T328-T329, T348-T350, T365-T368
2.7.3 Evaluate formulas and algebraic expressions for given values of a variable (e.g., $A = lw$ given $l = 6$ , $w = 2$ , then $A = 12$ ).	I/S	<b>Student Edition:</b> 5-9, 10-13, 13-18, 32-33, 34-36, 37-42 <i>On Your Own Exercises</i> 22-30, 46-50 <i>Lab Investigation</i> 42-45 <b>Teacher's Guide:</b> T5-T9, T10, T13, T14, T15, T34-T36, T37-T42
2.7.4 Represent mathematical situations using algebraic language and symbols	I/S	<b>Student Edition:</b> 10-13, 34-36, 384-387, 395-397, 398-401, 402-403, 410-411 <i>On Your Own Exercises</i> 404-407 <b>Teacher's Guide:</b> T10, T13, T34-T36, T384, T401, T403, T410-T411

STANDARDS		PAGE REFERENCES
2.7.5 Combine like terms variable expressions (e.g., $2a+3a=5a$ ).	I/L	<b>Student Edition:</b> 4-5, 13-18, 396-397, 398-401 <i>Share and Summarize</i> 42 <i>On Your Own Exercises</i> 538 #38-40 <b>Teacher's Guide:</b> T5, T13, T14, T15, T396, T397, T398-T401
2.7.6 Model, identify, and solve <b>linear equations</b> and inequalities using concrete and informal methods; relate this process to the order of operations.	I/S	<b>Student Edition:</b> 13-18, 18-21, 351-353, 385-387, 395-397, 398-401, 410-411 <i>Lab Investigation</i> 388-391 <i>On Your Own Exercises</i> 392-393 <b>Teacher's Guide:</b> T13, T14, T15, T351, T352, T384, T401, T410-T411
2.7.7 Generate and graph a set of ordered pairs to solve a linear equation	I/S	<b>Student Edition:</b> 348-350, 351-353, 362-364, 365-368, 368-370 <i>On Your Own Exercises</i> 354-360, 371-376 <b>Teacher's Guide:</b> T348-T350, T351-T353, T362-T364, T365-T368
<b>Measurement</b>		
<b>Content Standard 3.0:</b> <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>		
3.7.1 Estimate and convert, units of measure for <b>mass</b> , and volume within the same measurement system; compare corresponding units of the two systems.	E/S	<b>Student Edition:</b> 98-99, 110-112, 112-116, 116-119, 497, 498, 499-500 <i>Lab Investigation</i> 119-121 <i>On Your Own Exercises</i> 314, 317 <b>Teacher's Guide:</b> T99, T110-T112, T116-T119, T498, T500
3.7.2 Given a measurement, determine the <b>greatest possible error</b> .	W/L	See Glencoe's <i>Impact Mathematics: Algebra and More Course 3</i> © 2005 After defining and discussing the terms, <i>scale factor</i> can be used to meet this standard. <b>Student Edition:</b> 513 #50

STANDARDS		PAGE REFERENCES
3.7.3 Estimate, measure to the required degree of accuracy, derive, and apply standard formulas to find the volume and surface area of solid figures (e.g., <b>cylinders</b> , triangular solids).	I/S	<b>Student Edition:</b> 109, 110-112, 112-116, 116-119, 129-131, 131-134, 134-135 <i>Lab Investigation</i> 119-121 <i>On Your Own Exercises</i> 122-126, 136-139 <b>Teacher's Guide:</b> T110-T112, T112-T116, T116-T119, T121, T131, T134, T135
3.7.5 Write, solve, and apply proportions.	I/S	<b>Student Edition:</b> 540-542, 543-545, 545-548, 548-551 <i>Lab Investigation</i> 551-553 <i>On Your Own Exercises</i> 554-559 <b>Teacher's Guide:</b> T545, T547, T548
3.7.6 Use elapsed time to solve practical problems (e.g., develop schedules, plan trips).	E/S	<b>Student Edition:</b> 326-328, 330-333, 602, 603-605, 610-615, 624 <i>On Your Own Exercises</i> 316 #5, 616-622 <b>Teacher's Guide:</b> T330-T333, T603-T605, T610-T615
<b>Spatial Relationships and Geometry</b>		
<b>Content Standard 4.0:</b> <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>		
4.7.1 Identify, describe by properties, classify, compare, and draw regular and irregular polygons; find the sum of the interior angles.	E/S	<b>Student Edition:</b> 109, 112-116, 121, 461-463, 471-473, 473-474, 475 <i>Lab Investigation</i> 476-477 <b>Teacher's Guide:</b> T112-T116, T461-T463, T471-T473, T474
4.7.2 Use ratio and proportions to create scale drawings.	I/L	<b>Student Edition:</b> 482-484, 485-488, 489-491 <i>On Your Own Exercises</i> 492-495 <b>Teacher's Guide:</b> T482, T483, T484, T485-T488, T491
4.7.3 Use coordinate geometry and models to demonstrate geometric transformations including rotate/turn, translate/slide, reflect/flip by finding the ordered pairs that describe the location of the original and the transformed figures.	I/S	<b>Student Edition:</b> 130-131, 131-134 <b>Teacher's Guide:</b> T452

STANDARDS		PAGE REFERENCES
4.7.4 Make a model of a <b>three-dimensional</b> figure from a two-dimensional drawing and make a two-dimensional drawing of a three dimensional object.	I/L	<b>Student Edition:</b> 91, 92-93, 94-96, 97, 129, 130-131, 131-134, 134-135 <i>On Your Own Exercises</i> 136-139 <b>Teacher's Guide:</b> T92, T96, T97, T131, T134, T135
4.7.5 Use coordinate geometry to represent slope, midpoint, and horizontal and vertical distance.	I/S	<b>Student Edition:</b> 324-325, 326-328, 328-329, 330-333 <i>On Your Own Exercises</i> 334-341 <b>Teacher's Guide:</b> T324, T325, T333
4.7.6 Describe the properties of geometric relationships including parallel lines, perpendicular lines, bisectors, triangles, and quadrilaterals (e.g., properties of angles formed by a <b>transversal</b> of parallel lines).	I/S	<b>Student Edition:</b> 451-453, 456-460, 461-463, 472-473, 473-474, 475 <i>Remember</i> 387 <i>On Your Own Exercises</i> 464-469 <i>Lab Investigation</i> 476-477 <b>Teacher's Guide:</b> T452, T473, T474, T475
4.7.7 Model the <b>Pythagorean Theorem</b> ; solve for the <b>hypotenuse</b> using the theorem.	I/S	<b>Student Edition:</b> 269-272, 273-275 <i>On Your Own Exercises</i> 276-278 <b>Teacher's Guide:</b> T269-T272, T273-T275
4.7.8 Construct and verify congruent angles, and parallel and perpendicular lines using hand tools.	W/L	<b>Student Edition:</b> 451-453 <b>Teacher's Guide:</b> T451, T452
<b>Data Analysis</b>		
<b>Content Standard 5.0:</b> <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>		
5.7.1 Organize, display, read, and analyze data, with and without technology, using a variety of displays including frequency <b>distributions</b> and circle graphs.	E/S	<b>Student Edition:</b> 685 #4, 710-714, 714-717 <i>On Your Own Exercises</i> 675 #14, 687 #6, 718-722 <i>Review and Self-Assessment</i> 727 #5-6 <b>Teacher's Guide:</b> T710-T714, T715-T717

STANDARDS		PAGE REFERENCES
5.7.4 Select, use, and graph (when possible) measures of variability including range, distribution and possible outliers.	I/S	<b>Student Edition:</b> 694-696, 710-714 <i>On Your Own Exercises</i> 31 #67, 703-704 #11-12 <i>Remember</i> 703, 711 <i>Review and Self-Assessment</i> 727 #5-6 <b>Teacher's Guide:</b> T696
5.7.6 Given a set of data, interpolate and extrapolate to make and explain predictions.	E/S	<b>Student Edition:</b> 692, 693-696, 697-699 <i>On Your Own Exercises</i> 703-707 <b>Teacher's Guide:</b> T699
<b>Problem Solving</b>		
<b>Process Standard 6.0:</b> <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 Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts. 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	E/S	<b>Student Edition:</b> 54-55, 79-80, 80-82, 82-83, 130-131 <i>Lab Investigation</i> 119-121, 203-205, 220-222
6.2 Apply previous experience and knowledge to new problem-solving situations.	E/S	<b>Student Edition:</b> 131-134, 134-135, 362-364, 489-491, 697-699 <i>Lab Investigation</i> 119-121, 388-391
6.5 Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient <b>strategy</b> for the given situation. S 21.5.3; S 21.12.3	E/S	<b>Student Edition:</b> 130-131, 131-134, 134-135, 385-387, 683-685 <i>Lab Investigation</i> 119-121 <i>On Your Own Exercises</i> 136-140 <b>Teacher's Guide:</b> T685

STANDARDS		PAGE REFERENCES
6.6 Try more than one strategy when the first strategy proves to be unproductive.	E/L	<b>Student Edition:</b> 385-387, 395-397, 489-491, 588-589, 683-685, 694-696, 697-699 <b>Teacher's Guide:</b> T685, T698
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	<b>Student Edition:</b> 683-685, 697-699 <i>On Your Own Exercises</i> 700-707 <b>Teacher's Guide:</b> T698
6.9 Generalize solutions and strategies from earlier problems to new problem situations.	E/L	<b>Student Edition:</b> 131-134, 134-135, 362-364, 489-491, 697-699 <i>Lab Investigation</i> 119-121, 388-391
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	<b>Student Edition:</b> 52-55, 56-58, 79-80, 80-82, 82-83, 116-119, 131-134, 322-325, 395-397 <i>Lab Investigation</i> 388-391
6.13 Use technology, including calculators, to solve problems and verify solutions. S 24.5.5; S 24.8.5	E/L	<b>Student Edition:</b> 200-202, 670-671 <i>Lab Investigation</i> 42-45, 388-391 <i>On Your Own Exercises</i> 700 #3 <b>Teacher's Guide:</b> T201
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	<b>Student Edition:</b> 200-202, 670-671 <i>Lab Investigation</i> 42-45, 388-391 <i>On Your Own Exercises</i> 700 #3 <b>Teacher's Guide:</b> T201

STANDARDS		PAGE REFERENCES
<b>Mathematical Communication</b>		
<b>Process Standard 7.0:</b> <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	<b>Student Edition:</b> 409-411, 585-587 <i>Lab Investigation</i> 119-121, 388-391 <i>Share and Summarize</i> 412, 414, 425, 500
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	<b>Student Edition:</b> 676-678, 678-680, 692-694, 697-699 <i>Lab Investigation</i> 551-553 <i>On Your Own Exercises</i> 686-690, 700-707
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	<b>Student Edition:</b> 398, 504-505, 518, 520, 546, 549, 693-696 <i>On Your Own Exercises</i> 532, 702 <b>Teacher's Guide:</b> T505
7.6 Interpret and solve word problems without the necessity of key words or phrases.	E/S	<b>Student Edition:</b> 385-387, 395-397, 489-491, 588-589, 694-696, 697-699
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	<b>Student Edition:</b> 52-55, 56-58, 79-80, 81-82, 82-83, 116-119, 131-134, 322-325, 395-397 <i>Lab Investigation</i> 388-391
7.10 Evaluate the effectiveness of written and oral presentations of mathematics. S 21.5.3; S 23.5.2	I/L	<b>Student Edition:</b> 451-453, 454-455, 521-524, 588-589, 697-699 <i>Share and Summarize</i> 587

STANDARDS		PAGE REFERENCES
7.11 Make conjectures and present arguments in discussions of mathematical ideas. S 21.5.3; S 23.5.3	E/L	<b>Student Edition:</b> 134-135, 694-696 <i>Lab Investigation</i> 121 #9-11 <i>On Your Own Exercises</i> 125 #14 <i>Share and Summarize</i> 397, 403, 412 <b>Teacher's Guide:</b> T397
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	<b>Student Edition:</b> 52-55, 56-58, 79-80, 81-82, 82-83, 116-119, 131-134, 322-325, 395-397 <i>Lab Investigation</i> 388-391
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	<b>Student Edition:</b> 134-135, 694-696 <i>Lab Investigation</i> 121 #9-11 <i>On Your Own Exercises</i> 125 #14 <i>Share and Summarize</i> 397, 403, 412 <b>Teacher's Guide:</b> T397
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	E/S	<b>Student Edition:</b> 451-453, 454-455, 521-524, 588-589, 697-699 <i>Share and Summarize</i> 587
7.17 Use mathematical notation to communicate and explain mathematical situations. S 21.2.1	E/L	<b>Student Edition:</b> 52-55, 56-58, 79-80, 81-82, 82-83, 116-119, 131-134, 322-325, 395-397 <i>Lab Investigation</i> 388-391
<b>Mathematical Reasoning</b>		
<b>Process Standard 8.0:</b> <i>Students will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and <b>construct</b> 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	<b>Student Edition:</b> 18-21, 54-55, 78-80, 152-156, 156-159, 396-397, 398-401, 402-403 <i>Share and Summarize</i> 18 <b>Teacher's Guide:</b> T157, T397, T401, T403

STANDARDS		PAGE REFERENCES
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	<b>Student Edition:</b> 78-80, 82-83, 345-347, 348-350, 353, 644-647, 648-649, 650-651 <i>On Your Own Exercises</i> 84-90, 652-658 <i>Review and Self-Assessment</i> 662-663 #4-5 <b>Teacher's Guide:</b> T83
8.5 Follow a logical argument and judge its validity. E 4.8.4; E 4.12.4	E/L	<b>Student Edition:</b> 134-135, 694-696 <i>Lab Investigation</i> 121 #9-11 <i>On Your Own Exercises</i> 125 #14 <i>Share and Summarize</i> 397, 403, 412 <b>Teacher's Guide:</b> T397
8.7 Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.	E/S	<b>Student Edition:</b> 92-93, 94-96, 97 <i>On Your Own Exercises</i> 100-107 <i>Lab Investigation</i> 119-121, 203-205, 476-477 <b>Teacher's Guide:</b> T92, T94, T96, T97, T203-T205
8.8 Ask questions to reflect on, clarify, and extend thinking.	E/L	<b>Student Edition:</b> 676-678, 678-680, 692-694, 697-699 <i>Lab Investigation</i> 551-553 <i>On Your Own Exercises</i> 686-690, 700-707
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	I/L	<b>Student Edition:</b> 130-131, 131-134, 134-135, 697-699 <i>Lab Investigation</i> 119-121, 203-205, 476-477 <b>Teacher's Guide:</b> T134, T135, T699
8.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	E/S	<b>Student Edition:</b> 31 #67, 88 #14, 292 #85, 619 #8

STANDARDS		PAGE REFERENCES
<b>Mathematical Connections</b>		
<b>Process Standard 9.0:</b> <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	<b>Student Edition:</b> 131-134, 134-135, 362-364, 489-491, 697-699 <i>Lab Investigation</i> 119-121, 388-391
9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.	E/S	<b>Student Edition:</b> 529-531, 541-542, 548-551, 562-565, 566-568, 568-571, 572-574 <i>Lab Investigation</i> 551-553 <b>Teacher's Guide:</b> T531, T568, T570, T574
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	<b>Student Edition:</b> 52-55, 56-58, 79-80, 81-82, 82-83, 116-119, 131-134, 322-325, 395-397 <i>Lab Investigation</i> 388-391
9.4 Use the connections among mathematical topics to develop multiple approaches to problems. S 20.8.1	I/L	<b>Student Edition:</b> 385-387, 395-397, 489-491, 588-589, 683-685, 694-696, 697-699 <b>Teacher's Guide:</b> T685, T698
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	<b>Student Edition:</b> 97, 134-135, 694-696 <i>Lab Investigation</i> 119-121, 203-205 <i>On Your Own Exercises</i> 590-595, 652-659 <i>Share and Summarize</i> 607
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	<b>Student Edition:</b> 92-93, 97, 116-119, 695 <i>On Your Own Exercises</i> 183 #2,5, 186 #18, 188 #23, 337, 339 #19, 702, 722 #13

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<p>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</p>	<p>I/S</p> <p><b>Student Edition:</b> 116-119, 134-135, 179-182, 300, 301-305, 305-308, 529-531, 568-571 <i>Lab Investigation</i> 119-121 <i>On Your Own Exercises</i> 124-126, 183-187 <i>Think and Discuss</i> 310</p> <p><b>Teacher's Guide:</b> T182, T302</p>