



MathScape

Seeing and Thinking Mathematically

Course 3

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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 8 , students know and are able to do everything required in the previous grades and:		
1.8.1 Read, write, add, subtract, multiply, and divide real numbers in various forms including radicals , exponential, and scientific notation . Ec 2.8.2; Ec 9.8.4; H 3.8.4	I/S	Student Edition: 144-145, 150-151, 160-161, 162-163, 167, 171, 176, 192-193, 242-243, 264, 296-297, 298-299, 300-301, 313 Teacher's Guide: 160A, 162A, 295, 298A, 301A
1.8.2 Compute with rational and irrational numbers to solve a variety of problems including rates, recipes, unit costs, and percents (e.g., discounts, interest, sale, prices, commissions, taxes). Ec 9.8.4	E/S	See <i>MathScape: Seeing & Thinking Mathematically Course 2</i> © 2005 Student Edition: 30-31, 44, 228-229, 230, 231, 232-233, 246-247, 248-249, 254-255, 256-257, 258-260, 265, 266, 268, 269 Teacher's Guide: 30A, 226, 227, 233A, 246A, 249A

STANDARDS		PAGE REFERENCES
1.8.3 Explain and apply number theory and the properties of real numbers to solve problems.	I/L	Student Edition: 150-151, 186-187, 196-197, 206-207, 208-209, 212, 216, 217, 220, 221, 238-239, 261 Teacher's Guide: 196A, 197A, 239A Note: For additional information on number theory, see <i>MathScape: Seeing and Thinking Mathematically Course 2</i> © 2005 pages 116-134.
H 3.8.4		
1.8.6 Compare and order rational numbers.	E/S	Student Edition: 138-139, 160-161, 162-163, 175, 176 Teacher's Guide: 135E, 137, 160A, 162A, 163A
1.8.7 Estimate in problem-solving situations and in practical applications; determine the reasonableness of the answer and verify the results.	E/S	Student Edition: 52-53, 79, 98-99, 118-119, 132, 138-139, 140-141, 144-145, 150-151, 160-161, 162-163, 166-167, 169 #10, 170 #16, 175 #14d, 176 #13 Teacher's Guide: 137, 138A, 145A, 160A, 162A, 163A
1.8.9 Explain the relationship among fractions, decimals, and percents; translate among various representations of equal numbers (e.g., from fractions to decimals to percents, various forms of "1" such as 3/3 or 16/16) to solve problems efficiently.	E/S	Student Edition: 162-163, 176, 238-239, 242-243, 244-245, 246-247, 250-251, 262-264 Teacher's Guide: 240, 241, 242, 246A, 248, 249, 250A
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>		
2.8.1 Use inductive reasoning to find the missing term in number and geometric patterns and to generalize basic patterns to the nth term, with and without calculators; use written, oral, and symbolic language to identify and describe patterns, sequences , and functions .	E/S	Student Edition: 54-55, 56-57, 80, 81, 138-139, 140-141, 142-143, 144-145, 148-149, 150-151, 152-153, 160-161, 166, 167, 170, 171, 173-177, 272-273, 274-275, 302, 303 Teacher's Guide: 135E, 135G, 135H, 136, 137, 138A, 142A, 146, 147, 149A, 156, 165, 270, 272A

STANDARDS		PAGE REFERENCES
2.8.2 Translate among verbal descriptions, graphic, tabular, and algebraic representations of mathematical situations. Ec 3.8.2; S 1.8.1; S 1.8.4; S 14.8.6; S 20.8.2	E/S	Student Edition: 138-139, 140-141, 142-143, 144-145, 148-149, 150-151, 152-153, 154-155, 166-171, 173 Teacher's Guide: 135E, 136, 137, 138A, 140A, 141A, 146, 147, 149A, 151A, 153A, 156
2.8.3 Identify, model, describe, and evaluate relationships, including functions, using a variety of methods with and without technology.	I/S	Student Edition: 152-153, 154-155, 172, 173, 272-273, 274-275, 276-277, 288-289, 302, 303, 304, 308 Teacher's Guide: 152A, 275A
2.8.4 Add and subtract binomials ; describe the connection between the algebraic process and the arithmetic process.	I/S	After the teacher gives the definition of <i>binomials</i> , the following pages can be used to meet this standard. Student Edition: 194-195, 198-199, 202-203, 215, 217, 218 Teacher's Guide: 194A, 202A, 203A
2.8.5 Describe how a change in one variable of a mathematical relationship affects the remaining variables using various tools and methods. Ec 3.8.2; Ec 3.8.3; H 3.8.4	I/S	Student Edition: 138-139, 154-155, 158-159, 160-161, 162-163, 164-165, 166-167, 174, 175-177, 244-245, 272-273, 276-277, 280-281, 288-289, 292-293, 302, 304, 305-307, 308, 310 Teacher's Guide: 138A, 158A, 159A, 160A, 163A, 164A, 224, 225, 240, 242A, 277A, 280A
2.8.6 Model, identify, and solve linear equations and inequalities; relate this process to the order of operations. H 3.8.4	E/S	The following are examples of linear equations. Student Edition: 188-189, 192-193, 196-197, 204-205, 206-207, 208-209, 219-221 Teacher's Guide: 200, 209A
2.8.7 Solve simple linear equations and connect that process to the order of operations. H 3.8.4	I/S	Student Edition: 204-205, 206-207, 208-209, 219-221 Teacher's Guide: 200, 209A

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>		
3.8.2 Demonstrate an understanding of precision, error, and tolerance in measurement using the appropriate measurement tool to the required degree of accuracy. S 23.8.5	I/S	Student Edition: 50-51, 52-53, 79, 118-119, 120-121, 133, 226-227, 228-229, 238-239, 252-253, 257, 258 #5, 259, 261, 266 Teacher's Guide: 118A, 223E, 228A
3.8.3 Select and apply appropriate formulas to solve problems; identify the relationship between changes in area and volume and changes in linear measures of figures.	E/S	Student Edition: 110-111, 116-117, 118-119, 129, 131, 132, 211 #8, 246, 288-289, 290-291, 292-293, 302, 303 Teacher's Guide: 110A, 113, 118A, 246A, 292A
3.8.5 Apply ratios and proportions to calculate rates and as a method of indirect measure (e.g., miles per hour, cost per unit). Ec 2.8.2; S 23.8.1	E/S	Student Edition: 120-121, 133, 162-163, 164-165, 176, 230-231, 238-239, 242-243, 244-245, 246-247, 250-251, 258, 262, 264, 265 Teacher's Guide: 240, 241, 246A, 248, 249, 250A
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>		
4.8.2 Apply the properties of equality and proportionality to solve problems involving congruent or similar shapes. H 3.8.4	E/S	Student Edition: 120-121, 133, 162-163, 164-165, 176, 242-243, 244-245, 246-247, 250-251, 254-255, 257, 258, 264, 267 Teacher's Guide: 120A, 229, 231A, 238A, 240, 241, 246A, 248, 249, 250A, 254A
4.8.3 Use coordinate geometry and models to change scale (enlarge and reduce).	I/S	See <i>MathScope: Seeing and Thinking Mathematically Course 2</i> © 2005 Student Edition: 140-141, 142-143, 144-145, 288-289, 308

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4.8.5 Use coordinate geometry to represent and interpret relationships defined by equations and formulas (including distance, midpoint, and slope), with and without technology.	I/S	Student Edition: 20-21, 22-23, 40, 41, 52-53, 70-71, 72-73, 79, 86, 87, 226-227, 228-229, 257, 305 #16 Teacher's Guide: 21A, 22A, 52A, 72A, 226A, 228A Note: See <i>MathScope: Seeing and Thinking Mathematically Course 2</i> © 2005 page 154 for a discussion of <i>midpoint</i> .
4.8.6 Form generalizations and validate conclusions about properties of geometric shapes including parallel lines, perpendicular lines, bisectors, triangles, and quadrilaterals. H 3.8.4	I/S	Student Edition: 120-121, 133, 228-229, 254-255, 257, 267 Teacher's Guide: 120A, 121A, 229A
4.8.7 Verify and explain the Pythagorean Theorem using various methods (e.g., using grid paper, applying it to a missing side of a right triangle); determine missing sides and angles of triangles based on properties of their sides and angles. H 3.8.4	I/S	Student Edition: 234-235, 236-237, 238-239, 246-247, 250-251, 259, 260, 261, 264, 265 Teacher's Guide: 223G, 232, 233, 237A, 248
4.8.8 Use hand tools, technology, and models to construct figures and bisect angles and line segments; distinguish among constructions , sketches and drawings.	W/L	Student Edition: 228-229, 231, 257, 258, 267 Note: See <i>MathScope: Seeing and Thinking Mathematically Course 2</i> © 2005 pages 152-153, 173, 274-275, 300-301, 302, 313 to include <i>angles, constructions</i> and <i>design</i> .
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>		
5.8.1 Organize, display, read, and analyze data, with and without technology, using a variety of displays including box and whisker plots. G 1.8.4; G 7.8.3; G 7.8.4; H 2.8.3; S 22.5.2	E/S	Student Edition: 6-7, 8-9, 10-11, 12-13, 16-17, 18-19, 22-23, 34, 41, 60-61, 82 Teacher's Guide: 3H, 4, 5, 6A, 7A, 8A, 9A, 14, 15, 17A

STANDARDS		PAGE REFERENCES
5.8.2 Find the theoretical probability of an event using different counting methods (e.g., tree diagrams , sample spaces , and organized lists) and compare those results with actual (experimental) results, differentiating between the probability of an event and the odds of an event. S 22.8.3	I/S	Student Edition: 26-27, 28-29, 30-31, 32-33, 42-45 Teacher's Guide: 24, 25, 27A, 28A, 29A, 30A
5.8.3 Find the number of combinations possible in given situations using a variety of counting methods.	I/S	Student Edition: 26-27, 28-29, 30-31, 32-33, 42, 43 Teacher's Guide: 24, 25
5.8.5 Evaluate arguments that are based on data analysis for accuracy and validity; analyze the effect a change of scale or a change of format will have on statistical charts and graphs. S 19.8.1	E/S	Student Edition: 6-7, 10-11, 34, 35 #15, 60-61, 62-63, 82, 83, 86 #9, 154-155, 158-159, 160-161, 162-163, 164-165, 173-177 Teacher's Guide: 7A, 62A, 158A, 161A
5.8.6 Formulate reasonable inferences and projections based on interpolations and extrapolations of data to solve problems. S 20.8.2; S 23.8.6	I/S	Preliminary definitions of the boldfaced terms must first be presented. Student Edition: 6-7, 8-9, 10-11, 34-36, 138-139, 144-145, 148, 151, 154-155, 158-159, 160-161, 166, 169, 171, 173 #5 Teacher's Guide: 145A, 159A, 160A
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 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	Student Edition: 10-11, 36, 70-71, 72-73, 83 #10, 86, 87, 138-139, 148-149, 160-161, 162-163, 167, 169, 176, 211 #8, 219 #11, 228-229, 230-231, 244, 245, 257, 258, 263, 264 #13 Teacher's Guide: 72A, 74A, 135G, 148A, 150A, 158A, 159A

STANDARDS		PAGE REFERENCES
6.2 Apply previous experience and knowledge to new problem-solving situations.	E/S	Student Edition: 70-71, 72-73, 74-75, 86-89, 138-139, 144-145, 148-149, 169, 170, 171 #15, 174 #7, 175 #14, 213 #8, 264 #13 Teacher's Guide: 72A, 74A, 138A, 141A, 144A
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: 81 #7, 89 #11, 125 #13, 129 #8, 166 #10, 167 #8, 175 #14, 217 #16, 258 #5, 267 #7, 304 #15
6.6 Try more than one strategy when the first strategy proves to be unproductive.	E/L	Student Edition: 6-7, 34 #10, 64-65, 84, 129 #8, 138-139, 148-149, 166, 171 #15
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: 62-63, 66-67, 83, 85, 170 #15, 177 #7, 196-197, 216 #15, 311 #11, 313 #19 Teacher's Guide: 62A, 66A
6.9 Generalize solutions and strategies from earlier problems to new problem situations.	E/L	Student Edition: 70-71, 72-73, 74-75, 86-89, 138-139, 144-145, 148-149, 169, 170, 171 #15, 174 #7, 175 #14, 213 #8, 264 #13 Teacher's Guide: 72A, 74A, 138A, 141A, 144A
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: 20-21, 40, 56-57, 66-67, 81, 84, 138-139, 148-149, 154-155, 160-161, 162-163, 164-165, 174-176 Teacher's Guide: 155A, 163A
6.11 Apply combinations of proven strategies and previous knowledge to solve non-routine problems.	E/L	Student Edition: 78 #11-#13, 83 #9, 89 #10, #11, 138-139, 144-145, 148-149, 162-163, 261 #10, 264 #13 Teacher's Guide: 144A, 145A, 162A

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6.13 Use technology, including calculators, to solve problems and verify solutions. S 24.5.5; S 24.8.5	E/L	Student Edition: 118-119, 120-121, 132, 133, 138-139, 140-141, 158-159, 300-301, 313 Teacher's Guide: 3G, 47G, 135G, 140A, 179H, 223G, 269G, 269H
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: 118-119, 120-121, 132, 133, 138-139, 140-141, 150-152, 158-159, 250-251, 265, 300-301, 313 Teacher's Guide: 3G, 47G, 47H, 91G, 91H, 135, 135G, 135H
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: 79 #8, 87 #9, 89 #10, 167 #8, 176 #13, 213 #8, 219 #11, 267 #6, 304 #16, 313 #19 Teacher's Guide: <i>Individual Research Projects 178</i>
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: 83 #10, 87 #9, 89 #10, 170 #16, 174 #9, 176 #13, 267 #7, 303 #17
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: 123 #7, 259 #14, 263 #13, 265 #13, 308 #10, 312 #31
7.6 Interpret and solve word problems without the necessity of key words or phrases.	E/S	Student Edition: 83 #10, 129 #8, 130 #11, 213 #8, 216 #16, 257 #10, 304 #16

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: 82 #11, 83 #10, 86 #7, 88 #6, 129 #8, 130 #11, 133 #4, 144-145, 154-155, 169, 173, 213 #8, 217 #16, 257 #10, 267 #6 Teacher's Guide: 135E
7.10 Evaluate the effectiveness of written and oral presentations of mathematics. S 21.5.3; S 23.5.2	I/L	Student Edition: 34 #10, 83 #10, 85 #10-#12, 88 #6, 217 #16, 304 #16
7.11 Make conjectures and present arguments in discussions of mathematical ideas. S 21.5.3; S 23.5.3	E/L	Student Edition: 34 #10, 78 #11-#13, 83 #10, 129 #8, 130 #11, 213 #7, 217 #16, 308 #10
7.13 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: 80 #7, #8, 86 #9, 123 #7, 129 #8, 130 #11, 133 #4, 217 #16, 304 #16, 308 #10
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: 83 #10, 86 #7, 120-121, 133, 160-161, 175, 234-235, 259, 272-273, 276-277, 302, 304
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	E/S	Student Edition: 83 #10, 85 #10-#12, 88 #6, 138-139, 166, 217 #16, 234-235, 259, 272-273, 276-277, 302, 304
7.17 Use mathematical notation to communicate and explain mathematical situations. S 21.2.1	E/L	Student Edition: 150-151, 171, 296-297, 298-299, 300-301, 311-313 Teacher's Guide: 294, 295

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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. E10.12.4; G 7.12.4; S1.8.1; S 1.8.4; S 1.12.4; S 14.8.6	I/L	Student Edition: 120-121, 133 #4, 166, 169 #10, 176 #13, 308 #10
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: 89 #11, 110-111, 129, 146-147, 148-149, 196-197, 198-199, 216, 217 Teacher's Guide: 135E
8.5 Follow a logical argument and judge its validity. E 4.8.4; E 4.12.4	E/L	Student Edition: 8-9, 12-13, 35, 37, 76-77, 78, 80 #7, 83 #10, 89, 106-107, 116-117, 127, 131, 160-161, 165-166, 175, 177, 196-197, 208, 216, 221
8.7 Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.	E/S	Student Edition: 8-9, 35 #10, 72-73, 83 #10, 87, 89 #11, 106-107, 123 #7, 127, 130 #11, 133 #6, 164-165, 168-169, 170 #15, #16, 171 #15, 173 #7, 177, 257 #7-#10, 303 #17
8.8 Ask questions to reflect on, clarify, and extend thinking.	E/L	Student Edition: 64-65, 66-67, 78, 83 #10, 84, 85, 110-111, 129, 160-161, 175, 206-207, 220
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	I/L	Student Edition: 76-77, 78, 89 #11, 116-117, 131, 160-161, 175, 198-199, 208-209, 217, 221, 254-255, 267

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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: 104-105, 106-107, 110-111, 126, 127, 129, 146-147, 148-149, 166, 169, 164-165, 177, 188-189, 196-197, 213, 216, 254-255, 267 Teacher's Guide: 145A, 163A
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: 8-9, 32-33, 35, 45, 64-65, 84, 138-139, 166, 175 #14
9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.	E/S	Student Edition: 8-9, 32-33, 35, 45, 78 #11-#13, 87 #8, 125 #13, 127 #14, 142-143, 168, 236-237, 260, 311 #12, 313 #19 Teacher's Guide: 232, 233
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: 8-9, 35, 60-61, 62-63, 70-71, 82, 83, 87, 88 #6, 125 #13, 130 #11, 133 #4, 144-145, 160-161, 169, 175
9.4 Use the connections among mathematical topics to develop multiple approaches to problems. S 20.8.1	I/L	Student Edition: 32-33, 45, 62-63, 79, 83, 87 #9, 127 #14, 132 #13, 261 #10, 264 #13, 267 #7
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: 8-9, 26-27, 35, 39, 78 #11-#13, 82 #11, 123 #7, 125 #13, 126 #18, 130 #11, 168 #8, 170 #16, 213 #8, 256 #8, 261 #10, 312 #21, 313 #19 Teacher's Guide: 9A, 26A, 224

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<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: 8-9, 35, 50-51, 52-53, 54-55, 74-75, 76-77, 78, 79, 80, 88, 89, 125 #13, 130 #11, 303 #17, 305 #16</p> <p>Teacher's Guide: 48, 49</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: 6-7, 8-9, 16-17, 26-27, 34, 35, 38, 46, 50-51, 52-53, 62-63, 74-75, 78, 79, 83, 88, 138-139, 150-151, 162-163, 166, 171, 176</p> <p>Teacher's Guide: 26A</p>