



# IMPACT MATHEMATICS

## Algebra and More

**Course 3**  
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STANDARDS		PAGE REFERENCES
<b>Numbers, Number Sense, and Computation</b>		
<b>Content Standard 1.0:</b> <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 <b>Grade 8</b> , students know and are able to do everything required in the previous grades and:		
1.8.1 Read, write, add, subtract, multiply, and divide <b>real numbers</b> in various forms including <b>radicals</b> , exponential, and <b>scientific notation</b> . Ec 2.8.2; Ec 9.8.4; H 3.8.4	I/S	<b>Student Edition:</b> 146-148, 151-152, 156-158, 169-172, 175-178, 182-189, 190-192, 200-202, 210, 410 #27-#32, 411 <i>Lab Investigation</i> 159-161, 219-222
1.8.2 Compute with <b>rational</b> and <b>irrational numbers</b> 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	<b>Student Edition:</b> 111, 125 #24, 184 #17, 200-202, 206 #58, 261 #1-#3, 276 #7, 389 #63, 424 #45 <i>Lab Investigation</i> 270-274

STANDARDS		PAGE REFERENCES
1.8.3 Explain and apply number theory and the properties of real numbers to solve problems.	I/L	<b>Student Edition:</b> 22 #14-#17, 104 #28, 131, 132, 146-148, 153-155, 156-157, 182, 194, 203, 360-361, 368 #2, 385 #8-#10, 427 <i>Lab Investigation 220</i> <i>Remember 312</i>
H 3.8.4		
1.8.6 Compare and order rational numbers.	E/S	<b>Student Edition:</b> 55 #4, 161 #15, 199 #9, 205 #54, 226-229, 231, 237 #34, 238 #40
1.8.7 Estimate in problem-solving situations and in practical applications; determine the reasonableness of the answer and verify the results.	E/S	<b>Student Edition:</b> 63 #32, 73 #3, 125 #24, 171, 243 #4, 247 #2, 251 #11, 262 #4, 277 #16, 501 <i>Lab Investigation 502-503</i>
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	<b>Student Edition:</b> 113-114, 183 #7, 184 #17, 207 #61-#64, 225 #22, 399 #43-#45, 512 #36-#38, 638-639
<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>		
2.8.1 Use <b>inductive reasoning</b> 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 <b>symbolic language</b> to identify and describe patterns, <b>sequences</b> , and <b>functions</b> .	E/S	<b>Student Edition:</b> 78 #2, 105 #30, 146, 224 #18, 488-489, 492-496, 511 #33, 613 <i>Lab Investigation 478</i>
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	<b>Student Edition:</b> 18 #7, 39 #12, 59 #17-#19, 80 #6, 121 #3, 168 #66, 255 #22, 478 #16, 515-517, 532 #30

STANDARDS		PAGE REFERENCES
2.8.3 Identify, model, describe, and evaluate relationships, including functions, using a variety of methods with and without technology.	I/S	<b>Student Edition:</b> 18 #7, 31-35, 38 #3, 64-65, 106 #31, 108-109, 120 #1, 169-172, 178-181, 186-187, 488-489, 490-492, 498, 514-517, 632-633 <b>Teacher Wraparound Edition:</b> <i>About the Mathematics</i> T 128; T 31, 173, 489
2.8.4 Add and subtract <b>binomials</b> ; describe the connection between the algebraic process and the arithmetic process.	I/S	<b>Student Edition:</b> 373, 378-380 Note: Examples with addition and subtraction are limited. Most examples show multiplication.
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	<b>Student Edition:</b> 31-35, 80 #7, 81 #8, 104 #29, 210 #8, 488-489, 490-492, 498, 632
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	<b>Student Edition:</b> 4-5, 7-22, 29-35, 38 #3, 49-50, 60, 64-65, 226-231, 236-239, 269, 281 <i>Lab Investigation</i> 36-37 <b>Teacher Wraparound Edition:</b> T 11, T 12, T 32
2.8.7 Solve simple linear equations and connect that process to the order of operations. H 3.8.4	I/S	<b>Student Edition:</b> 43 #33-#38, 44 #44, 64-65, 269
<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>		
3.8.2 Demonstrate an understanding of precision, error, and <b>tolerance</b> in measurement using the appropriate measurement tool to the required degree of accuracy. S 23.8.5	I/S	<b>Student Edition:</b> 157 #4, 167 #57, 175, 387 #42, 427 #6, 441 #36, 455 #54, 463 #23, 513 #50, 626 #16 <i>Lab Investigation</i> 318-321, 502-503

STANDARDS		PAGE REFERENCES
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	<b>Student Edition:</b> 3, 22 #13, 62 #30, 72, 81 #9, 126 #40, 247 #1, 255 #23, #24, 280 #31, #32, 338 #21, #22, 535 #46 <i>Lab Investigation</i> 502-503
3.8.5 Apply ratios and proportions to calculate rates and as a method of <b>indirect measure</b> (e.g., miles per hour, cost per unit). Ec 2.8.2; S 23.8.1	E/S	<b>Student Edition:</b> 7-9, 25-28, 184 #15, 207 #71, 251 #11, 338 #17, 513 #50, 661-662, 666-670 <i>Lab Investigation</i> 475-478 <b>Teacher Wraparound Edition:</b> T 661
<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>		
4.8.2 Apply the properties of equality and proportionality to solve problems involving congruent or similar shapes. H 3.8.4	E/S	<b>Student Edition:</b> 206 #58, 280 #33-#38, 288, 294 #4, 308 #3, 329, 330-333 <i>Lab Investigation</i> 318-321
4.8.3 Use coordinate geometry and models to change scale (enlarge and reduce).	I/S	<b>Student Edition:</b> 329, 330-333, 334-336
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	<b>Student Edition:</b> 25-28, 29-30, 42 #32, 43 #39, 331, 336-337 #10, 339-342, 343-345, 346-347
4.8.6 Form generalizations and <b>validate</b> conclusions about properties of geometric shapes including parallel lines, perpendicular lines, bisectors, triangles, and quadrilaterals. H 3.8.4	I/S	<b>Student Edition:</b> 41 #29, 47-48, 67 #22, 288-291, 294, 295-296, 297-301, 324 #11 <i>Lab Investigation</i> 36-37, 318-321

STANDARDS		PAGE REFERENCES
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 <b>right triangle</b> ); determine missing sides and angles of triangles based on properties of their sides and angles. H 3.8.4	I/S	<b>Student Edition:</b> 63 #31, 202, 662 #3, 665 #6, 670-673, 674-679
4.8.8 Use hand tools, technology, and models to construct figures and bisect angles and line segments; distinguish among <b>constructions</b> , sketches and drawings.	W/L	<b>Student Edition:</b> 41 #29, 289-291, 292-293, 294-296, 297-301, 336-337 #10-#12, 481 #19, 509 #22, 665 #6 <i>Lab Investigation</i> 36-37, 318-321, 502-503
<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>		
5.8.1 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	<b>Student Edition:</b> 45, 168 #66, 185-186 #18, 352, 389 #63, 440 #36, 537 #60, 575 #6, 605-608, 614 #8, 627 #17, #18
5.8.2 Find the <b>theoretical probability</b> of an event using different counting methods ( e.g., <b>tree diagrams</b> , <b>sample spaces</b> , and organized lists) and compare those results with actual ( <b>experimental</b> ) results, differentiating between the probability of an event and the <b>odds</b> of an event. S 22.8.3	I/S	<b>Student Edition:</b> 372 #45, 482 #25, 544, 547-554, 558-563, 566-568, 571-572, 573-581, 582-586, 587-589, 590-595, 597 <i>Lab Investigation</i> 545-546 <b>Teacher Wraparound Edition:</b> T 551, T 553, T 566
5.8.3 Find the number of combinations possible in given situations using a variety of counting methods.	I/S	<b>Student Edition:</b> 557 #1, 561 #10, 565, 566-568, 583, 596 <i>Lab Investigation</i> 270-274, 545-546

STANDARDS		PAGE REFERENCES
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	<b>Student Edition:</b> 61 #27, 101 #13, 123, 168 #66, 185-186 #18, 389 #63, 410 #36, 441 #35, 608-612, 621, 622, 625, 626
5.8.6 Formulate reasonable inferences and projections based on <b>interpolations</b> and <b>extrapolations</b> of data to solve problems. S 20.8.2; S 23.8.6	I/S	Once definitions are provided, the following page references can be used to meet this standard. <b>Student Edition:</b> 123 #19, 180 #1, 255 #22, 401 #4, 488-489, 492-493, 626 #15, 631, 632-633, 645
<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> 21 #10, 79 #3, 114, 127, 130, 138 #24, 156, 173, 180, 215, 230 #2, 240, 358, 414 #2, 493 #1, 554-557 <i>Lab Investigation</i> 36-37, 159-161, 219-221, 545-546
6.2 Apply previous experience and knowledge to new problem-solving situations.	E/S	<b>Student Edition:</b> 16, 58 #14, 66 #13, 134 #6b, 156, 174, 184-185 #17, 251 #10, #11, 439 #18, 481 #19, 556, 565 <i>Lab Investigation</i> 36-37, 96-97, 219-222, 366-367
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> 21 #10, 34, 58 #14, #15, 62 #28, 130, 138 #24, 171, 173, 251 #11, 418, 556, 634-635 <i>Lab Investigation</i> 36-37, 96-97, 159-161, 366-367, 502-503, 545-546

STANDARDS		PAGE REFERENCES
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> 20-21, 58 #14, 60 #20, 62 #28, 138 #24, #25, 173, 179-180 #4-#6, 186 #19, 230, 251 #11, 371 <i>Lab Investigation</i> 96-97, 366-367
6.9 Generalize solutions and strategies from earlier problems to new problem situations.	E/L	<b>Student Edition:</b> 143 #25, 240, 245, 358, 380, 557, 641, 652 <i>Share</i> 517 #2
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> 266-267, 333, 501 #4, 602-604, 614 #8 <i>Explore</i> 262
6.11 Apply combinations of proven strategies and previous knowledge to solve non-routine problems.	E/L	<b>Student Edition:</b> 74, 76, 134 #6b, 245, 259, 333, 358, 472, 498, 551, 556 <i>Remember</i> 73 <i>Strategies &amp; Applications</i> 64, 281, 353-354, 426, 483, 596
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> 30, 55, 73 #6, 157 #3, 175, 177, 180-181, 242, 246, 257, 498, 501 <i>Lab Investigation</i> 36-37, 96-97, 159-161, 270-274
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> 46, 55, 91, 401 #4, 418 #7, 497-498, 501, 515-516, 520 <i>Lab Investigation</i> 36-37, 96-97, 159-161, 270-274

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> 52, 61 #27, 116, 191, 208 #2, 288 <i>Family Letter</i> 3, 145, 357, 487, 601 <i>Lab Investigation</i> 36-37, 96-97, 475-478 <i>Real-Life Math</i> 2, 68, 212, 430 <i>Share</i> 35 <i>Think &amp; Discuss</i> 51, 156, 245, 518
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> 9 #3, 16, 34 #1-#6, 51-55, 61 #27, 89, 123, 134-135, 241, 548, 608-612, 618-623, 633, 638-640 <i>Lab Investigation</i> 36-37, 96-97, 270-274, 475-478
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> 7, 48, 52, 127, 129, 169, 288, 445, 582 <i>Family Letter</i> 3, 145, 357, 487
7.6 Interpret and solve word problems without the necessity of key words or phrases.	E/S	<b>Student Edition:</b> 17, 61 #27, 101 #13, 125 #24, 184 #17, 389 #63, 424 #45, 482 #25
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> 27, 61 #27, 81 #9, 101 #13, 185 #18, 247, 296, 335, 359-361, 410 #36 <i>Explore</i> 46, 329 <i>Lab Investigation</i> 36-37, 366-367, 475-478, 545-546

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	<b>Student Edition:</b> 9 #3, 17 #4, 61 #27, 101, 185 #18, 453 #43, 561 #10, 563 #13 <i>Lab Investigation</i> 36-37, 159-161, 270-274, 475-478
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> 44 #40, 60 #20, 76 #4, 81 #9, 127-133, 134-138, 206 #59, 350 #12, 414 #5
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	<b>Student Edition:</b> 9 #3, 61 #27, 127-133, 147 #20, 148, 175-181, 190-192, 193-196, 200-201, 263, 339, 463 #24, 512 #42, 575
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> 11 #9, 73 #66, 74, 77, 114, 129 #3, 156 #1, 175, 218, 288, 314, 359, 488 <i>Explore</i> 70-71 <i>Lab Investigation</i> 36-37, 319-322 <i>Share</i> 50
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	E/S	<b>Student Edition:</b> 17 #4, 25-27, 41 #29, 52-55, 61 #27, 110, 112-113, 156-158, 169, 190-191, 263-264, 295-296, 373, 488-489, 544 <i>Explore</i> 127 <i>Lab Investigation</i> 36-37, 159-161, 219-222, 545-546 <i>Share</i> 15
7.17 Use mathematical notation to communicate and explain mathematical situations. S 21.2.1	E/L	<b>Student Edition:</b> 148, 151-152, 156-158, 164, 165, 169-172, 175-181, 182-189, 198, 205 #57 <i>Lab Investigation</i> 159-161 <b>Teacher Wraparound Edition:</b> 145a, 146a, 148a, 156a

STANDARDS		PAGE REFERENCES
<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 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	<b>Student Edition:</b> 81 #9, 186 #21, 255 #22, 602-604, 625-626, 633
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> 74-77, 81 #8, 85, 87 #2, 123, 130, 171, 180, 414 #2, 472, 551, 558-559, 621 <i>Explore</i> 127 <i>Lab Investigation</i> 219-222, 318-321, 545-546
8.5 Follow a logical argument and judge its validity. E 4.8.4; E 4.12.4	E/L	<b>Student Edition:</b> 9 #3, 87 #2, 101, 127, 131 #5, 171, 175-177, 218, 230, 248, 333, 380, 472, 621, 625
8.7 Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.	E/S	<b>Student Edition:</b> 29, 35 #2, 53, 61, 87 #2, 101, 177-178, 189 #32, 218 #5, 230, 324 #11, 380, 634-635 <i>Lab Investigation</i> 36-37, 219-222, 502-504
8.8 Ask questions to reflect on, clarify, and extend thinking.	E/L	<b>Student Edition:</b> 26 #4, 73, 125 #24, 205 #56, 316, 638 <i>Explore</i> 70-71, 260 <i>Lab Investigation</i> 161, 318-321 <i>Share</i> 9, 115, 130 <i>Think &amp; Discuss</i> 117, 200, 245
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	I/L	<b>Student Edition:</b> 34, 41 #30, 55 #5, 177 #2, 186 #19, 267, 317, 389 #63, 466, 583, 625, 635, 636, 647 #10 <i>Share</i> 637 <i>Think &amp; Discuss</i> 436

STANDARDS		PAGE REFERENCES
8.10 Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles. E 10.12.4	I/L	<b>Student Edition:</b> 44 #40, 60 #20, 76 #4, 127-133, 134-138, 333 #2, 350 #12
<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> 58 #14, 123 #19, 134 #66, 156, 174, 184-185 #17, 240, 251 #10, #11, 380, 439 #18, 556-557, 636-637 <i>Lab Investigation</i> 36-37, 96-97, 219-222, 366-367 <i>Think &amp; Discuss</i> 565
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> 21 #10, 41 #29, 54, 123, 138 #25, 157 #4, 164 #44, 175-181, 186 #21, 251 #10, 389 #63, 408 #21 <i>Lab Investigation</i> 36-37, 159-161, 219-222
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> 27, 41 #29, 54, 81 #9, 101, 185 #18, 296, 334-336, 359-361, 372 #45, 387 #42, 410 #36, 513 #50 <i>Lab Investigation</i> 219-222, 318-321
9.4 Use the connections among mathematical topics to develop multiple approaches to problems. S 20.8.1	I/L	<b>Student Edition:</b> 13, 17 #2, 21 #10, 45 #46, 101, 164 #44, 178-181, 205 #57, 251 #10, 276 #4, 455 #54, 533 #31, 582-586
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> 13, 17 #2, 21 #10, 41 #29, 123, 157 #3, 255, 336 #10 <i>Family Letter</i> 3, 145, 213, 357, 487 <i>Lab Investigation</i> 36-37, 159-161, 318-321

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><b>Student Edition:</b></p> <p>21 #10, 90-92, 123, 157 #3, 165 #48, 336 #10, 397 #39</p> <p><i>Lab Investigation</i> 159-161, 318-321</p> <p><i>Real-Life Math</i> 68, 212, 356, 430, 600</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><b>Student Edition:</b></p> <p>13, 17 #2, 41 #29, 54, 101, 120 #2, 138 #25, 164 #44, 336 #10, 425 #52, 455 #54, 463 #23</p> <p><i>Lab Investigation</i> 159-161, 219-222, 318-321</p> <p><i>Real-Life Math</i> 2, 212, 430, 600</p>