



Glencoe

MARYLAND

Voluntary State Curriculum – Mathematics Grade 6
Mathematics: Applications and Concepts Course 1 © 2004

OBJECTIVES	PAGE REFERENCES
STANDARD 1.0 KNOWLEDGE OF ALGEBRA, PATTERNS, OR FUNCTIONS – Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.	
A. Patterns and Functions	
<p>1. Identify, describe, extend, and create numeric patterns and functions</p> <p>a) Identify and describe sequences represented by a physical model or in a function table</p> <p>b) Interpret and write a rule for a one-operation (+, -, x, ÷) function table</p> <ul style="list-style-type: none"> ● Assessment limit: Use whole numbers or decimals with no more than two decimal places (0 – 10,000) <p>c) Complete a function table with a two-operation rule</p> <ul style="list-style-type: none"> ● Assessment limit: Use the operations of (+, -, x) and whole numbers with no more than 10 in the rule (0 – 50) function table 	<p>SE: 10-13, 21 #42-#46, 171 #9, 282-284, 362-365, 383 #33-#35 <i>Hands-On Lab</i> 360-361 <i>Problem Solving Strategy</i> 280-281 <i>Web Quest</i> 291</p> <p>TWE: A 284, 365 B 280, 362 ICE 363</p> <p><i>Chapter 1 Resource Masters</i> pages 6-9 <i>Chapter 7 Resource Masters</i> pages 352-355 <i>Chapter 9 Resource Masters</i> pages 458-467 <i>Chapter 9 Resource Masters</i> pages vii, viii</p>
B. Expressions, Equations, and Inequalities	
<p>1. Write and evaluate expressions</p> <p>a) Write an algebraic expression to represent unknown quantities</p> <ul style="list-style-type: none"> ● Assessment limit: Use one unknown and one operation (+, -) with whole numbers (0 – 100), fractions with denominators as factors of 24 (0 – 50), or decimals with no more than two decimal places (0 – 50) <p>b) Evaluate an algebraic expression</p> <ul style="list-style-type: none"> ● Assessment limit: Use one unknown and one operation (+, -) with whole numbers (0 – 200), fractions with denominators as factors of 24 (0 – 50), or decimals with no more than two decimal places (0 – 50) <p>c) Evaluate numeric expressions using the order of operations and whole numbers</p> <ul style="list-style-type: none"> ● Assessment limit: Use no more than 4 operations (+, -, x, ÷ with no remainders) and 1 set of parentheses or a division bar (0 – 100) <p>d) Represent algebraic expressions using physical models, manipulatives, and drawings</p>	<p>SE: 24-27, 28-31, 44 #32-#37, 236 (e.g. #4), 341 #32-#33 <i>Hands-On Lab</i> 354 <i>Problem Solving Strategy</i> 358-359</p> <p>TWE: A 27, 31 DI 25, 29 ICE 25</p> <p><i>Chapter 1 Resource Masters Vocabulary Builder</i>, pages vii, viii <i>Chapter 1 Resource Masters</i> pages 21-25, 26-29</p>

OBJECTIVES	PAGE REFERENCES
<p>2. Identify, write, solve, and apply equations and inequalities</p> <p>b) Write equations and inequalities to represent relationships</p> <ul style="list-style-type: none"> ● Assessment limit: Use a variable, the appropriate relational symbols ($>$, \geq, $<$, \leq, $=$), and one operational symbol ($+$, $-$, \times, \div) on either side and use fractions with denominators as factors of 24 or decimals with no more than two decimal places (0 – 50) <p>c) Determine the unknown in a linear equation</p> <ul style="list-style-type: none"> ● Assessment limit: Use one operation ($+$, $-$, \times, \div) with no remainders) and use decimals with no more than two decimal places (0 – 100) <p>d) Solve for the unknown in a one-step inequality</p> <p>e) Identify or graph solutions of a one-step inequality on a number line</p> <p>f) Apply given formulas to problem solving function tables</p>	<p>SE: 34-37, 44 #48-#55, 323 (Critical Thinking), 339-340, 344-347, 350-353, 362 <i>Hands-On Lab</i> 337-338, 343, 354, 360-361 <i>The Game Zone</i> 349</p> <p>TWE: A 354, 357 B 515 ICE 35, 340 PS 373</p> <p><i>Chapter 1 Resource Masters</i> pages 31-35 <i>Chapter 9 Resource Masters</i> pages 438-446 <i>Chapter 9 Resource Masters</i> pages 448-451</p>
C. Numeric and Graphic Representations of Relationships	
<p>1. Locate points on a number line and in a coordinate graph</p> <p>a) Graph rational numbers on a number line</p> <p>b) Assessment limit: Use integers (-20 to 20)</p> <p>c) Graph ordered pairs in a coordinate plane</p> <p>d) Assessment limit: Use no more than 3 ordered pairs of integers (-20 to 20) or no more than 3 ordered pairs of fractions/mixed numbers with denominators of 2 (-10 to 10)</p> <p>e) Graph linear data from a function table</p>	<p>SE: 108, 186, 265, 295-296, 320-323, 326 #66-#73, 329 #20, 366-369</p> <p>TWE: A 307, 323 ICE 295 PS 327</p> <p><i>Chapter 7 Resource Masters</i> page 340 <i>Chapter 8 Resource Masters</i> pages 383, 384, 388 <i>Chapter 9 Resource Masters</i> pages 458-461 <i>Chapter 9 Resource Masters</i> pages 462-467, 484</p>
<p>2. Analyze linear relationships</p> <p>a) Identify and describe the change represented in a graph</p> <p>e) Assessment limit: Identify increase, decrease, or no change</p> <p>b) Translate the graph of a linear relationship onto a table of values that illustrates the type of change</p>	<p>Note: Linear relationships are limited to page</p> <p>SE: 323 (Critical Thinking) and pages 366-369</p> <p><i>Chapter 9 Resource Masters</i> pages 458-461, 462-467, 476, 484</p>

OBJECTIVES	PAGE REFERENCES
STANDARD 2.0 KNOWLEDGE OF GEOMETRY – Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe, reason, or solve problems about shape, size, position, or motion of objects.	
A. Plane Geometric Figures	
<p>1. Analyze the properties of plane geometric figures</p> <p>a) Identify, describe, and label points, lines, rays, line segments, vertices, angles, and planes using correct symbolic notation</p> <p>b) Identify and describe line segments</p> <ul style="list-style-type: none"> ● Assessment limit: Use diagonal line segments <p>c) Identify and describe the parts of a circle</p> <ul style="list-style-type: none"> ● Assessment limit: Use radius, diameter, or circumference 	<p>SE: 31 #47, 161-164, 506-509, 525 #34-#36, 538-539 <i>Hands-On Lab</i> 513-514 <i>The Game Zone</i> 519 <i>Hands-On Lab</i> 513-514</p> <p>TWE: B 510 DI 507, 510, 557 ICE 507, 510 PS 169</p> <p><i>Chapter 4 Resource Masters</i> pages vii, 193, 194-197 <i>Chapter 13 Resource Masters</i> pages 649-652, 660</p>
<p>2. Analyze geometric relationships</p> <p>a) Compare and classify triangles by sides</p> <ul style="list-style-type: none"> ● Assessment limit: Use scalene, equilateral, or isosceles <p>b) Compare and classify triangles by angle measure</p> <ul style="list-style-type: none"> ● Assessment limit: Use equiangular, obtuse, acute, or right <p>c) Determine a third angle measure of a triangle given two angle measures</p> <ul style="list-style-type: none"> ● Assessment limit: Use the concept of the sum of angles in any triangle is 180° <p>d) Identify and compare the relationship between parts of a circle</p> <ul style="list-style-type: none"> ● Assessment limit: Use radius, diameter and circumference 	<p>SE: 161-164, 506-509, 511, 512, 522-525 <i>Hands-On Lab</i> 526-527</p> <p>TWE: DI 507, 557 ICE 162, 507 PS 169</p> <p><i>Chapter 4 Resource Masters</i> pages 194-197 <i>Chapter 13 Resource Masters</i> pages 664, 666</p>
C. Representation of Geometric Figures	
<p>1. Represent plane geometric figures</p> <p>a) Draw geometric figures using a variety of tools</p> <ul style="list-style-type: none"> ● Assessment limit: Draw triangles given the measures of 2 sides and one angle or 2 angles and 1 side using whole numbers (0 – 20) and angle measures (0° – 179°) <p>b) Identify, describe, or draw a polygon</p> <ul style="list-style-type: none"> ● Assessment limit: Use the first quadrant given no more than six coordinates <p>c) Identify or describe angle relationships</p> <ul style="list-style-type: none"> ● Assessment limit: Use perpendicular bisectors or angle bisectors 	<p>SE: 215 #20, 329 #17, 515-517, 522-525, 543 #20, 565 #5 <i>Hands-On Lab</i> 526-527, 567</p> <p>TWE: A 565 DI 510, 515, 564 PS 169</p> <p><i>Chapter 13 Resource Masters</i> pages 659-662, 664, 667 <i>Chapter 14 Resource Masters</i> page 717</p>

OBJECTIVES	PAGE REFERENCES
D. Congruence and Similarity	
1. Analyze congruent figures a) Identify and describe congruent polygons and their corresponding parts	SE: 522-523, 534-536 <i>Web Quest</i> 504 TWE: DI 534 <i>Chapter 13 Resource Masters</i> pages 667, 674-677
E. Transformations	
1. Analyze a transformation on a coordinate plane a) Plot the result of one transformation (translation, reflection, rotation) on a coordinate plane	SE: <i>Hands-On Lab</i> 532-533 TWE: PS 541
STANDARD 3.0 KNOWLEDGE OF MEASUREMENT – Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.	
B. Measurement Tools	
1. Measure in customary and metric units a) Select and use appropriate tools and units <ul style="list-style-type: none"> • Assessment limit; Measure length to the nearest 1/16 inch with a ruler 	SE: 465-468, 470-473, 476-479, 482 #20, 484-485, 494-497, 501 #25 <i>Hands-On Lab</i> 474-475, 480-481 TWE: A 468 B 465 DI 145, 220, 466 PS 501 <i>Chapter 12 Resource Masters</i> pages vii, viii, 599-602, 604-628
2. Measure angles in polygons	SE: 525 #27-#29 TWE: DI 507, 510 ICE 523

OBJECTIVES	PAGE REFERENCES
C. Applications in Measurement	
<p>1. Estimate and apply measurement formulas</p> <p>a) Estimate and determine the area of a polygon</p> <ul style="list-style-type: none"> ● Assessment limit: Use triangles and whole number dimensions (0 – 200) <p>b) Estimate and determine the volume of a rectangular prism</p> <ul style="list-style-type: none"> ● Assessment limit: Use rectangular prisms and whole number dimensions (0 – 1000) <p>c) Estimate and determine the area of a composite figure</p> <p>d) Assessment limit: Use composite figures with no more than four polygons (triangles or rectangles) and whole number</p> <p>e) Determine missing dimension of a quadrilateral given the perimeter length</p> <ul style="list-style-type: none"> ● Assessment limit: Find length in a quadrilateral given the perimeter with whole number dimensions (0 – 200) <p>f) Determine the missing dimension of rectangles</p> <ul style="list-style-type: none"> ● Assessment limit: Find length in a square or rectangle given the area and whole number dimensions (0 – 200) 	<p>SE: 17 #53, 39-41, 158-160, 171 #16, 215 #9, 268 #18, 353 #53, 359 #12, 497 #30-#33, 546-549, 551-554, 570-573 <i>Problem Solving Strategy</i> 569 #11</p> <p>TWE: B 158 DI 40, 158 ICE 159 PS 169</p> <p><i>Chapter 4 Resource Masters</i> pages 189-192 <i>Chapter 14 Resource Masters</i> pages 698-702, 704-708</p>
STANDARD 4.0 KNOWLEDGE OF STATISTICS – Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.	
A. Data Displays	
<p>1. Organize and display data</p> <p>a) Organize and display data to make frequency tables</p> <ul style="list-style-type: none"> ● Assessment limit: Use no more than 5 categories or ranges of numbers and total frequencies of no more than 25 <p>b) Organize and display data to make stem & leaf plots</p> <ul style="list-style-type: none"> ● Assessment limit: Use no more than 20 data points and whole numbers (0 – 1000) <p>c) Organize and display data using a back-to-back stem & leaf plot</p>	<p>SE: 50-53, 62-65, 72-75, 90-92 <i>Web Quest</i> 377</p> <p>TWE: A 53, 75 DI 51, 63 ICE 73</p> <p><i>Chapter 2 Resource Masters</i> pages 61-64, 81-84</p>
B. Data Analysis	
<p>1. Analyze data</p> <p>a) Interpret frequency tables</p> <ul style="list-style-type: none"> ● Assessment limit: Use no more than 5 categories or ranges of numbers and frequencies of no more than 25 <p>b) Interpret circle graphs</p> <ul style="list-style-type: none"> ● Assessment limit: Use no more than 5 categories using data in whole numbers or percents (0 – 1000) <p>c) Interpret data from a stem & leaf plot</p>	<p>SE: 50-53, 62-65, 72-75, 90-92 TWE: DI 63</p> <p><i>Chapter 2 Resource Masters</i> pages 61-64, 71-75, 81-84</p>

OBJECTIVES	PAGE REFERENCES
2. Describe a set of data a) Apply measures of central tendency (mean, median, mode)	SE: 76-78, 80-83, 92, 131 #12, 313 #52, 459 #11 <i>Spreadsheet Investigation 79</i> TWE: A 83 DI 81 ICE 77, 81 <i>Chapter 2 Resource Masters</i> pages 86-89, 91-95, 96
STANDARD 5.0 KNOWLEDGE OF PROBABILITY – Students will use experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation.	
B. Theoretical Probability	
1. Determine the probability of one simple event comprised of equally likely outcomes a) Express the probability of an event as a fraction b) Express the probability of an event as a decimal • Assessment limit: Use a sample space of 10, 20, 25, or 50 outcomes c) Express the probability of an event as a percent	SE: 424, 428-431, 433-436, 450-453, 458 #8, #10, 459 #14-#18 <i>Hands-On Lab 426-427</i> <i>Problem Solving Strategy 488-489</i> <i>The Game Zone 443</i> TWE: B 421 DI 438 <i>Chapter 11 Resource Masters</i> pages 556-560
C. Experimental Probability	
1. Analyze the results of a probability experiment a) Express the experimental probability as a fraction, a decimal, or a percent • Assessment limit: Use no more than 30 outcomes in the sample space 2. Conduct a probability experiment 3. Compare results of theoretical probability and experimental probability 4. Describe the difference between theoretical and experimental probability	SE: 428-431, 433-436, 454 <i>Hands-On Lab 426-427, 432</i> <i>The Game Zone 443</i> TWE: DI 429 ICE 429 <i>Chapter 11 Resource Masters</i> pages 551-555

OBJECTIVES	PAGE REFERENCES
STANDARD 6.0 KNOWLEDGE OF NUMBER RELATIONSHIPS OR COMPUTATION – Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology.	
A. Knowledge of Number and Place Value	
<p>1. Apply knowledge of rational numbers and place value</p> <p>a) Read, write, and represent whole numbers</p> <ul style="list-style-type: none"> ● Assessment limit: Use exponential form with powers of 10 (0 – 10,000) <p>b) Read, write, and represent integers</p> <ul style="list-style-type: none"> ● Assessment limit: Use integers from (-100 to 100) <p>d) Identify and determine equivalent forms of fractions as decimals, as percents, and as ratios</p> <ul style="list-style-type: none"> ● Assessment limit: Use proper fractions with denominators as factors of 100, decimals, percents, or ratios (0 – 1000) <p>e) Compare and order fractions, decimals alone or mixed together, with and without relational symbols (<, >, =)</p> <ul style="list-style-type: none"> ● Assessment limit: Include no more than 4 proper fractions with denominators with factors of 100 or decimals with up to 2 decimal places (0 – 100) <p>f) Compare and order integers</p>	<p>SE: 21 #42-#47, 108-111, 127 (#10-#11), 136 (e.g. #5), 182-185, 198-201, 202-205, 206-209, 294-298, 404-406</p> <p>TWE: A 110, 205 DI 199, 401 ICE 199 PC 174F PS 213</p> <p><i>Chapter 3 Resource Masters</i> pages 128-131 <i>Chapter 4 Resource Masters</i> pages 170, 171 <i>Chapter 5 Resource Masters</i> pages 241-244, 246-254 <i>Chapter 8 Resource Masters</i> page 382 <i>Chapter 10 Resource Masters</i> pages 511-514, 516-519</p>
B. Number Theory	
<p>1. Determine prime factorizations for whole numbers and express them using exponential form</p>	<p>SE: 14-17, 19 (e.g. #4), 20 #9-#10, 47 #26, 178 (e.g. #2), 179 #2, 189 #59-#62, 195 (e.g. #5) <i>The Game Zone</i> 23</p> <p>TWE: A 17 ICE 15, 19</p> <p><i>Chapter 1 Resource Masters</i> pages 11-14, 16-19 <i>Chapter 5 Resource Masters</i> page 221</p>

OBJECTIVES	PAGE REFERENCES
C. Number Computation	
<p>1. Analyze number relations and compute</p> <p>a) Add and subtract fractions and mixed numbers and express answers in simplest form</p> <ul style="list-style-type: none"> ● Assessment limit: Use denominators as factors of 60 (0 – 20) <p>b) Multiply fractions and mixed numbers and express in simplest form</p> <ul style="list-style-type: none"> ● Assessment limit: Use denominators as factors of 24 not including 24 (0 – 20) <p>c) Multiply decimals</p> <ul style="list-style-type: none"> ● Assessment limit: Use a decimal with no more than 3 digits multiplied by a 2-digit decimal (0 – 1000) <p>d) Divide decimals</p> <ul style="list-style-type: none"> ● Assessment limit: Use a decimal with no more than 5 digits divided by a whole number with no more than 2 digits without annexing zeros (0 – 1000) <p>e) Determine a percent of a whole number</p> <ul style="list-style-type: none"> ● Assessment limit: Use 10%, 20%, 25% or 50% of a whole number (0 – 1000) <p>f) Simplify numeric expressions using the properties of addition and multiplication</p> <ul style="list-style-type: none"> ● Assessment limit: Use the distributive property to simplify numeric expressions and whole numbers (0 – 1000) 	<p>SE: 135-138, 144-147, 152-155, 228-231, 235-238, 240-243, 261-264, 333-336, 342, 409-412, 423 #21 <i>Hands-On Lab</i> 139-140, 234, 259-260, 271, 332, 407-408</p> <p>TWE: A 238, 336 DI 410 ICE 136, 153 PS 251, 421</p> <p><i>Chapter 4 Resource Masters</i> pages 169-177, 179-182 <i>Chapter 6 Resource Masters</i> pages 287-290, 292-300 <i>Chapter 7 Resource Masters</i> pages 332-340 <i>Chapter 9 Resource Masters</i> pages 433-437 <i>Chapter 10 Resource Masters</i> pages 521-524</p>
<p>2. Estimation</p> <p>a) Determine the approximate products and quotients of decimals</p> <ul style="list-style-type: none"> ● Assessment limit: Use a decimal with no more than 3 digits multiplied by a 2-digit whole number, or the quotient of a decimal with no more than 4 digits in the dividend divided by a 2-digit whole number (0 – 1000) 	<p>SE: 135-138, 142 (e.g. #4), 144-147, 148, 154 TWE: A 143 DI 142 NS 142</p> <p><i>Chapter 4 Resource Masters</i> pages 180, 181, 185</p>
<p>3. Analyze ratios, proportions, or percents</p> <p>a) Represent ratios in a variety of forms</p> <p>b) Use ratios and unit rates to solve problems</p>	<p>SE: 381-383, 386-389, 391-393 <i>Hands-On Lab</i> 394 <i>Spreadsheet Investigation</i> 390</p> <p>TWE: DI 387 ICE 381, 387</p> <p><i>Chapter 10 Resource Masters</i> pages 491-495, 496-499, 501-504</p>

OBJECTIVES	PAGE REFERENCES
STANDARD 7.0 PROCESSES OF MATHEMATICS – Students demonstrate the processes of mathematics by making connections and applying reasoning to solve and to communicate their findings.	
A. Problem solving	
1. Apply a variety of concepts, processes, and skills to solve problems <ol style="list-style-type: none"> a. Identify the question in the problem b. Decide if enough information is present to solve the problem c. Make a plan to solve a problem d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation f. Identify alternative ways to solve a problem g. Show that a problem might have multiple solutions or no solution h. Extend the solution of a problem to a new problem situation 	SE: 6-10, 47 #25, 56-59, 185 (Extending the Lesson), 335 #2, 503 #21 <i>Problem Solving Strategy</i> 32-33, 54-55, 280-281, 358-359, 448-449, 520-521 <i>Web Quest</i> 3, 97, 291, 377 TWE: A 359 B 28, 32, 192, 276 DI 7, 32 PS 93 <i>Chapter 1 Resource Masters</i> pages 1-4, 53 <i>Chapter 3 Resource Masters</i> page 161 <i>Chapter 4 Resource Masters</i> page 211 <i>Chapter 5 Resource Masters</i> page 269 <i>Chapter 8 Resource Masters</i> pages 397, 425 <i>Chapter 9 Resource Masters</i> page 467
B. Reasoning	
1. Justify ideas or solutions with mathematical concepts or proofs <ol style="list-style-type: none"> a. Use inductive or deductive reasoning b. Make or test generalizations c. Support or refute mathematical statements or solutions d. Use methods of proof, i.e., direct, indirect, paragraph, or contradiction 	SE: 16 #47, 37 #38-#39, 41 #21, 67 #2, 95 #14, 197 #30, 408 #4 <i>Hands-On Lab</i> 134, 437, 537, 567 <i>Problem Solving Strategy</i> 32-33, 156-157, 314-315 TWE: A 157 DI 7, 32, 87, 276 <i>Chapter 2 Resource Masters</i> page 99 <i>Chapter 3 Resource Masters</i> page 161 <i>Chapter 13 Resource Masters</i> page 691

OBJECTIVES	PAGE REFERENCES
C. Communication	
<p>1. Present mathematical ideas using words, symbols, visual displays, or technology</p> <ol style="list-style-type: none"> Use multiple representations to express concepts or solutions Express mathematical ideas orally Explain mathematical ideas in written form Express solutions using concrete materials Express solutions using pictorial, tabular, graphical, or algebraic methods Explain solutions in written form Ask questions about mathematical ideas or problems Give or use feedback to revise mathematical thinking 	<p>SE: 28-31, 50-53, 62-65, 95 #14-#15, 347 #37 <i>Graphing Calculator Investigation</i> 84-85 <i>Problem Solving Strategy</i> 54-55, 226-227, 413-414, 448-449 <i>Spreadsheet Investigation</i> 79, 165 <i>Study Skill</i> 38, 120 <i>Web Quest</i> 3, 97, 173, 291, 461</p> <p>TWE: A 89 B 18, 102, 125 DI 25, 63 PC 132F PS 93</p> <p><i>Chapter 1 Resource Masters</i> pages 25, 39 <i>Chapter 4 Resource Masters</i> page 211 <i>Chapter 5 Resource Masters</i> page 255 <i>Chapter 6 Resource Masters</i> pages 281, 295 <i>Chapter 8 Resource Masters</i> pages 383-384 <i>Chapter 10 Resource Masters</i> page 521 <i>Chapter 11 Resource Masters</i> page 585 <i>Chapter 12 Resource Masters</i> page 641 <i>Chapter 14 Resource Masters</i> page 741</p>
D. Connections	
<p>1. Relate or apply mathematics within the discipline, to other disciplines, and to life</p> <ol style="list-style-type: none"> Identify mathematical concepts in relationship to other mathematical concepts Identify mathematical concepts in relationship to other disciplines Identify mathematical concepts in relationship to life Use the relationship among mathematical concepts to learn other mathematical concepts 	<p>SE: 39-41, 67 #3-#6, 136 #5, 216, 318 #26, 320-321, 347 #41, 391-393, 564-565 <i>Problem Solving Strategy</i> 280-281 <i>Real Life</i> 19, 81, 334 <i>Web Quest</i> 3, 173, 291, 377, 461</p> <p>TWE: DI 63, 192, 236, 507 MIC 3, 173, 291 PS 93, 581 WMGD 96, 376</p> <p><i>Chapter 1 Resource Masters</i> pages 36-37 <i>Chapter 2 Resource Masters</i> pages 12, 90 <i>Chapter 3 Resource Masters</i> page 161 <i>Chapter 4 Resource Masters</i> page 191 <i>Chapter 6 Resource Masters</i> page 319 <i>Chapter 8 Resource Masters</i> page 405 <i>Chapter 10 Resource Masters</i> pages 501-503, 525 <i>Chapter 12 Resource Masters</i> pages 624, 629 <i>Chapter 13 Resource Masters</i> page 663</p>

Codes Used for TWE Pages

A	Assess
B	Bellringer
DI	Daily Intervention
ICE	In-Class Examples
MIC	More Interdisciplinary Connections
NS	Number Sense
PC	Project Criss
PS	Portfolio Suggestion
WMGD	What's Math Got to Do With It?