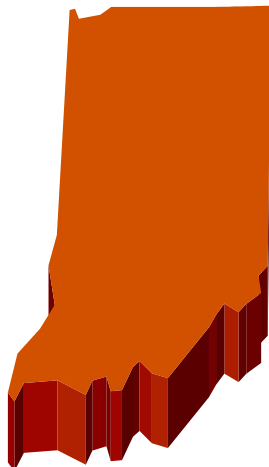
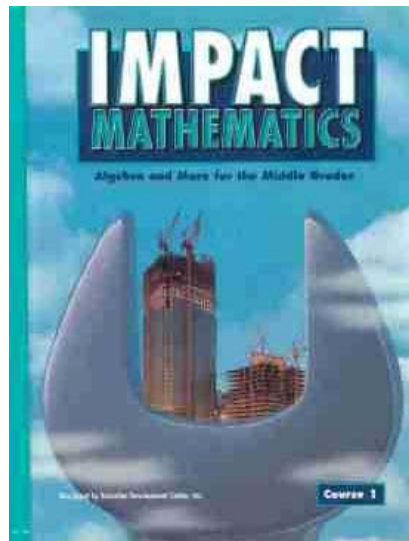


# Glencoe/McGraw-Hill

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**Course 1**

**ISBN# 1-57-039850-X**



**alignment to**

**Indiana  
Academic Mathematics Standards  
Grade 6**

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COURSE 1**

**ALIGNMENT TO  
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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
Number Sense	
Students compare and order positive and negative integers*, decimals, fractions, and mixed numbers. They find multiples* and factors*.	
6.1.1 Understand and apply the basic concept of negative numbers (e.g., on a number line, in counting, in temperature, in “owing”).	PE: 143–145, 146–147, 148–151 TWE: T143–T145, T146–T147, T148–T151
6.1.2 Interpret the absolute value of a number as the distance from zero on a number line, and find the absolute value of real numbers.	PE: 143, 144 TWE: T143, T144 Note: Covered in Impact Course 2, Chapter 4.
6.1.3 Compare and represent on a number line positive and negative integers, fractions, decimals (to hundredths), and mixed numbers.	PE: 97–98, 101, 102–103, 108, 113–117, 120–122, 129, 142, 145, 147 TWE: T97–T98, T101, T102–T103, T108, T113–T117, T120–T122, T129, T142, T145, T147
6.1.4 Convert between any two representations of numbers (fractions, decimals, and percents) without the use of a calculator.	PE: 131–134, 135–136, 137–141, 236–239, 240–247 TWE: T131–T134, T135–T136, T137–T141, T236–T239, T240–T247
6.1.5 Recognize decimal equivalents for commonly used fractions without the use of a calculator.	PE: 128–131, 131–134, 135–136, 137–141, 150–151 TWE: T128–T131, T131–T134, T135–T136, T137–T141, T150–T151

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.1.6 Use models to represent ratios.	PE: 175–177, 602–603, 605–607, 608–612, 613–614, 615–619, 620–630, 631–637, 638–645, 646–655  TWE: T175–T177, T602–T603, T605–T607, T608–T612, T613–T614, T615–T619, T620–T630, T631–T637, T638–T645, T646–T655
6.1.7 Find the least common multiple* and the greatest common factor* of whole numbers. Use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).	PE: 82–84, 85–87, 90–95, 102, 148, 150–151, 157–160, 166–171  TWE: T82–T84, T85–T87, T90–T95, T102, T148, T150–T151, T157–T160, T166–T171
<b>Computation</b>	
Students solve problems involving addition, subtraction, multiplication, and division of integers. They solve problems involving fractions, decimals, ratios, proportions, and percentages.	
6.2.1 Add and subtract positive and negative integers.	PE: 142, 145–147, 150  TWE: T142, T145–T147, T150  Note: Covered in Impact Course 2, Chapter 4 and Quick Review Math Handbook, Book 1, p. 89, 91.
6.2.2 Multiply and divide positive and negative integers.	Note: Covered in Impact Course 2, Chapter 4 and Quick Review Math Handbook, Book 1, p. 90, 91, 93.
6.2.3 Multiply and divide decimals.	PE: 198–200, 201–203, 204–206, 207–210, 211–212, 213–220, 222–223  TWE: T198–T200, T201–T203, T204–T206, T207–T210, T211–T212, T213–T220, T222–T223

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.2.4 Explain how to multiply and divide positive fractions and perform the calculations.	PE: 172–175, 176–177, 178–181, 182–184, 185–188, 189–197, 201–203  TWE: T172–T175, T176–T177, T178–T181, T182–T184, T185–T188, T189–T197, T201–T203
6.2.5 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	PE: 154–156, 157–160, 161–163, 166–171, 172–175, 176–177, 178–181, 185–188, 182–184, 189–197, 201–203  TWE: T154–T156, T157–T160, T161–T163, T166–T171, T172–T175, T176–T177, T178–T181, T185–T188, T182–T184, T189–T197, T201–T203
6.2.6 Interpret and use ratios to show the relative sizes of two quantities. Use the notations: $a/b$ , $a$ to $b$ , $a:b$ .	PE: 175–177, 602–603, 605–607, 608–612, 613–614, 615–619, 620–630, 631–637, 638–645, 646–655  TWE: T175–T177, T602–T603, T605–T607, T608–T612, T613–T614, T615–T619, T620–T630, T631–T637, T638–T645, T646–T655
6.2.7 Understand proportions and use them to solve problems.	PE: 175–177, 602–603, 605–607, 608–612, 613–614, 615–619, 620–630, 631–637, 638–645, 646–655  TWE: T175–T177, T602–T603, T605–T607, T608–T612, T613–T614, T615–T619, T620–T630, T631–T637, T638–T645, T646–T655

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6.2.8 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.	PE: 224–225, 226–239, 240–247, 248–255, 256–259, 260–267, 270–272, 273–275  TWE: T224–T225, T226–T239, T240–T247, T248–T255, T256–T259, T260–T267, T270–T272, T273–T275
6.2.9 Use estimation to decide whether answers are reasonable in decimal problems.	PE: 199–201, 204–206, 208–210, 213, 215  TWE: T199–T201, T204–T206, T208–T210
6.2.10 Use mental arithmetic to add or subtract simple fractions and decimals.	PE: 154–156, 157–160, 161–163, 166–171  TWE: T154–T156, T157–T160, T161–T163, T166–T171
<b>Algebra and Functions</b>	
They evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results. They investigate geometric relationships and describe them algebraically.	
6.3.1 Write and solve one-step linear equations and inequalities in one variable and check the answers.	PE: 556–557, 558–562, 565–569, 570–578, 579–585, 586–593, 594–598, 599–601  TWE: T556–T557, T558–T562, T565–T569, T570–T578, T579–T585, T586–T593, T594–T598, T599–T601
6.3.2 Write and use formulas with up to three variables to solve problems.	PE: 431–432, 434, 484, 488, 497, 517, 519, 560–562, 594–598  TWE: T431–T432, T434, T484, T488, T497, T517, T519, T560–T562, T594–T598
6.3.3 Interpret and evaluate mathematical expressions that use grouping symbols such as parentheses.	PE: 19–22, 25, 72, 412, 501, 558, 559, 565  TWE: T19–T22, T25, T72, T412, T501, T558, T559, T565

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.3.4 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	PE: 19–22, 25, 71, 72, 412, 501 TWE: T19–T22, T25, T71, T72, T412, T501
6.3.5 Use variables in expressions describing geometric quantities.	PE: 278–279, 476, 484, 486, 488, 493, 497, 508–513, 517, 519, 523, 525–527, 538, 551–555 TWE: T278–T279, T476, T484, T486, T488, T493, T497, T508–T513, T517, T519, T523, T525–T527, T538, T551–T555
6.3.6 Apply the correct order of operations and the properties of real numbers (e.g., identity, inverse, commutative*, associative*, and distributive* properties) to evaluate numerical expressions. Justify each step in the process.	PE: 19–22, 25, 71, 412, 501, 504, 505, 572 TWE: T19–T22, T25, T71, T412, T501, T504, T505, T572
6.3.7 Identify and graph ordered pairs in the four quadrants of the coordinate plane.	PE: 278–282, 283–286, 296, 302–305, 306–310, 311–315, 317–323, 324–326, 327–339 TWE: T278–T282, T283–T286, T296, T302–T305, T306–T310, T311–T315, T317–T323, T324–T326, T327–T339
6.3.8 Solve problems involving linear functions with integer* values. Write the equation and graph the resulting ordered pairs of integers on a grid.	PE: 278–282, 282–286, 302–305, 558–559, 560–562 TWE: T278–T282, TT282–T286, TT302–T305, TT558–T559, TT560–T562

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.3.9 Investigate how a change in one variable relates to a change in a second variable.	PE: 278–279, 410–414, 415–418, 419–421, 422–429, 560–562, 565–569  TWE: T278–T279, T410–T414, T415–T418, T419–T421, T422–T429, T560–T562, T565–T569
<b>Geometry</b>	
Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.	
6.4.1 Identify and draw vertical*, adjacent*, complementary*, and supplementary* angles and describe these angle relationships.	PE: 46–49, 466–471, 472–476, 477–481  TWE: T46–T49, T466–T471, T472–T476, T477–T481
6.4.2 Use the properties of complementary, supplementary, and vertical angles to solve problems involving an unknown angle. Justify solutions.	PE: 46–49, 466–471, 472–476, 477–481  TWE: T46–T49, T466–T471, T472–T476, T477–T481
6.4.3 Draw quadrilaterals* and triangles from given information about them.	PE: 14, 43, 54–59, 61, 62, 67, 68, 175, 264, 334, 484, 494–498, 518–521, 546, 553, 532  TWE: T14, T43, T54–T59, T61, T62, T67, T68, T175, T264, T334, T484, T494–T498, T518–T521, T546, T553, T532
6.4.4 Understand that the sum of the interior angles of any triangle is $180^\circ$ and that the sum of the interior angles of any quadrilateral is $360^\circ$ . Use this information to solve problems.	PE: 47–49, 466–471, 473–476, 477–481, 518–521  TWE: T47–T49, T466–T471, T473–T476, T477–T481, T518–T521
6.4.5 Identify and draw two-dimensional shapes that are similar*.	Note: Covered in Impact Course 2, Chapter 7 and Chapter 8.

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6.4.6 Draw the translation (slide) and reflection (flip) of shapes.	Note: Covered in Impact Course 3, Chapter 5 and Quick Review Math Handbook, Book 1, pp. 316, 318-319.
6.4.7 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.	PE: 58–60, 590  TWE: T58–T60, T590  Note: Covered in Impact Course 2, Chapter 2.
<b>Measurement</b>	
Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems. They calculate with temperature and money, and choose appropriate units of measure in other areas.	
6.5.1 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.	PE: 17–18, 145, 210, 295, 467–476, 477–481, 486–489, 490–494, 495–497, 498–500, 501–503, 508–512, 515–517, 518–521, 522–524, 525–527, 528–535, 536–539, 540–543, 597  TWE: T17–T18, T145, T210, T295, T467–T476, T477–T481, T486–T489, T490–T494, T495–T497, T498–T500, T501–T503, T508–T512, T515–T517, T518–T521, T522–T524, T525–T527, T528–T535, T536–T539, T540–T543, T597
6.5.2 Understand and use larger units for measuring length by comparing miles to yards and kilometers to meters.	PE: 117-119, 211, 482–486  TWE: T117-T119, T211, T482–486  Note: Covered in Quick Review Math Handbook, Book 1, pp. 352-357, 359.
6.5.3 Understand and use larger units for measuring area by comparing acres and square miles to square yards and square kilometers to square meters.	PE: 495–497, 508–511, 544–550  TWE: T495–T497, T508–T511, T544–T550

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6.5.4 Understand the concept of the constant $\pi$ as the ratio of the circumference to the diameter of a circle. Develop and use the formulas for the circumference and area of a circle.	PE: 486–489, 490–494, 522–524, 525–527, 528–535  TWE: T486–T489, T490–T494, T522–T524, T525–T527, T528–T535
6.5.5 Know common estimates of $\pi$ (3.14, 22/7) and use these values to estimate and calculate the circumference and the area of circles. Compare with actual measurements.	PE: 486–489, 490–494, 522–524, 525–527, 528–535  TWE: T486–T489, T490–T494, T522–T524, T525–T527, T528–T535
6.5.6 Understand the concept of significant figures and round answers to an appropriate number of significant figures.	Note: Covered in Quick Review Math Handbook, Book 1, pp. 354-355.
6.5.7 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area of these objects.	PE: 58–60, 534, 590  TWE: T58–T60, T534, T590  Note: Covered in Quick Review Math Handbook, Book 1, p. 330.
6.5.8 Use strategies to find the surface area and volume of right prisms* and cylinders using appropriate units.	PE: 534, 590, 597  TWE: T534, T590, T597  Note: Covered in Impact 2 Course 2, Chapter 2 and Quick Review Math Handbook, Book 1, pp. 330-339.
6.5.9 Use a formula to convert temperatures between Celsius and Fahrenheit.	PE: 17–18, 448  TWE: T17–T18, T448  Note: Covered in Course 2, Chapter 1.

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6.5.10 Add, subtract, multiply, and divide with money in decimal notation.	PE: 199, 205, 206, 211, 213, 215, 216  TWE: T199, T205, T206, T211, T213, T215, T216
<b>Data Analysis and Probability</b>	
Students compute and analyze statistical measures for data sets. They determine theoretical and experimental probabilities and use them to make predictions about events.	
6.6.1 Organize and display single-variable data in appropriate graphs and stem-and-leaf plots*, and explain which types of graphs are appropriate for various data sets.	PE: 276–291, 292–299, 300–305, 306–310, 311–315, 346–349, 350–352, 353–361, 365, 366–369, 402–407  TWE: T276–T291, T292–T299, T300–T305, T306–T310, T311–T315, T346–T349, T350–T352, T353–T361, T365, T366–T369, T402–T407
6.6.2 Make frequency tables for numerical data, grouping the data in different ways to investigate how different groupings describe the data. Understand and find relative and cumulative frequency for a data set. Use histograms of the data and of the relative frequency distribution, and a broken line graph for cumulative frequency, to interpret the data.	PE: 289–290, 342–345, 346–349, 350–352, 353–361, 365, 394–395, 402, 404  TWE: T289–T290, T342–T345, T346–T349, T350–T352, T353–T361, T365, T394–T395, T402, T404
6.6.3 Compare the mean*, median*, and mode* for a set of data and explain which measure is most appropriate in a given context.	PE: 362–365, 370–372, 373–376, 379, 380–389, 398, 402–407  TWE: T362–T365, T370–T372, T373–T376, T379, T380–T389, T398, T402–T407

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6.6.4 Show all possible outcomes for compound events in an organized way and find the theoretical probability of each outcome.	PE: 608–610, 611, 612, 613–614, 615–619, 620–630, 631–637, 638–645, 646–651, 652–655  TWE: T608–T610, T611, T612, T613–T614, T615–T619, T620–T630, T631–T637, T638–T645, T646–T651, T652–T655
6.6.5 Use data to estimate the probability of future events.	PE: 608–610, 611, 612, 613–614, 615–619, 620–630, 631–637, 638–645, 646–651, 652–655  TWE: T608–T610, T611, T612, T613–T614, T615–T619, T620–T630, T631–T637, T638–T645, T646–T651, T652–T655
6.6.6 Understand and represent probabilities as ratios, measures of relative frequency, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable.	PE: 608–610, 611, 612, 613–614, 615–619, 620–630, 631–637, 638–645, 646–651, 652–655  TWE: T608–T610, T611, T612, T613–T614, T615–T619, T620–T630, T631–T637, T638–T645, T646–T651, T652–T655
<b>Problem Solving</b>	
Students make decisions about how to approach problems and communicate their ideas.	
6.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.	This objective is addressed throughout. See, for example:  PE: 69–73, 148–151, 221–222, 273–275, 336–339, 402–407, 460–463, 551–555, 576–578, 589–591, 592–593, 594–598, 652–655  TWE: T69–T73, TT148–T151, T221–T222, T273–T275, T336–T339, T402–T407, T460–T463, T551–T555, T576–T578, T589–T591, T592–T593, T594–T598, T652–T655

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6.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem.	<p>This objective is addressed throughout. See, for example:</p> <p>PE: 4-13, 14-27, 28-41, 69-73, 148-151, 221-222, 273-275, 336-339, 402-407, 460-463, 551-555, 576-578, 589-591, 592-593, 594-598, 652-655</p> <p>TWE: T4-T13, T14-T27, T28-T41, T69-T73, T148-T151, T221-T222, T273-T275, T336-T339, T402-T407, T460-T463, T551-T555, T576-T578, T589-T591, T592-T593, T594-T598, T652-T655</p>
6.7.3 Decide when and how to break a problem into simpler parts.	<p>PE: 77-79, 80-81, 82-84, 90-95, 166-171, 189-197, 270-272, 586-588, 589-591, 592-593, 594-598</p> <p>TWE: T77-T79, T80-T81, T82-T84, T90-T95, T166-T171, T189-T197, T270-T272, T586-T588, T589-T591, T592-T593, T594-T598</p>
<b>Students use strategies, skills, and concepts in finding and communicating solutions to problems.</b>	
6.7.4 Apply strategies and results from simpler problems to solve more complex problems.	<p>This objective is addressed throughout. See, for example:</p> <p>PE: 10-13, 166-171, 189-197, 213-220, 240-247, 256-259, 270-272, 273-275, 565-569, 579-585, 594-598, 615-619, 631-637, 646-651, 652-655</p> <p>TWE: T10-T13, T166-T171, T189-T197, T213-T220, T240-T247, T256-T259, T270-T272, T273-T275, T565-T569, T579-T585, T594-T598, T615-T619, T631-T637, T646-T651, T652-T655</p>

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6.7.5 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.	<p>This objective is addressed throughout. See, for example:</p> <p>PE: 8, 10, 20, 22, 186, 207, 413, 414, 419, 436–438, 439, 443–449, 559, 604–614, 615–619</p> <p>TWE: T8, T10, T20, T22, T186, T207, T413, T414, T419, T436–T438, T439, T443–T449, T559, T604–T614, T615–T619</p>
6.7.6 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	<p>PE: 104–105, 106–111, 128–131, 137–141, 589–591, 594–601, 606, 607, 608–612, 652</p> <p>TWE: T104–T105, T106–T111, T128–T131, T137–T141, T589–T591, T594–T601, T606, T607, T608–T612, T652</p>
6.7.7 Select and apply appropriate methods for estimating results of rational-number computations.	<p>PE: 104–105, 106–111, 128–131, 137–141, 589–591, 592–593, 594–601</p> <p>TWE: T104–T105, T106–T111, T128–T131, T137–T141, T589–T591, T592–T593, T594–T601</p>
6.7.8 Use graphing to estimate solutions and check the estimates with analytic approaches.	<p>PE: 104–105, 106–111, 128–131, 317–318, 319, 320–323, 324–326, 327–339, 594–601</p> <p>TWE: T104–T105, T106–T111, T128–T131, T317–T318, T319, T320–T323, T324–T326, T327–T339, T594–T601</p>

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.7.9 Make precise calculations and check the validity of the results in the context of the problem.	<p>PE: 69–73, 148–151, 221–222, 273–275, 336–339, 402–407, 460–463, 551–555, 576–578, 586–588, 589–591, 592–593, 594–601, 652–655</p> <p>TWE: T69–T73, T148–T151, T221–T222, T273–T275, T336–T339, T402–T407, T460–T463, T551–T555, T576–T578, T586–T588, T589–T591, T592–T593, T594–T601, T652–T655</p>
Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.	
6.7.10 Decide whether a solution is reasonable in the context of the original situation.	<p>This objective is addressed throughout. See, for example:</p> <p>PE: 199–201, 204–206, 208–210, 213, 215, 211, 222, 586–588, 589–591, 592–593, 594–601</p> <p>TWE: T199–T201, T204–T206, T208–T210, T211, T222, T586–T588, T589–T591, T592–T593, T594–T601</p>
6.7.11 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.	<p>This objective is addressed throughout. See, for example:</p> <p>PE: 69–73, 148–151, 221–222, 273–275, 336–339, 402–407, 460–463, 551–555, 576–578, 589–591, 592–593, 594–598, 652–655</p> <p>TWE: T69–T73, T148–T151, T221–T222, T273–T275, T336–T339, T402–T407, T460–T463, T551–T555, T576–T578, T589–T591, T592–T593, T594–T598, T652–T655</p>

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