Maryland Voluntary State Curriculum, Grade 8, Correlated to *Maryland Math Connects*, Course 3

Lessons in which the indicator(s) and/or objective(s) is the primary focus are indicated in **bold**.
Highlighted assessment limits will be tested in the no calculator section of MSA.
All content standards are tested in MSA but not all objectives. Objectives that have an assessment limit are tested on MSA. Objectives without an assessment limit are not tested on MSA.

Standard 1.0 Knowledge of Algebra, Patterns, and Functions: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.			
1.A. Patterns and Functions		**Lesson(s)**	**Page Number(s)**
1.A.1	**Identify, describe, extend, and create numeric patterns and functions**	**9-1, 9-2, Extend 9-2, 9-3, 10-2, 10-4, Extend 10-4**	**464-480, 534-537, 540-544**
1.A.1.a.	Determine the recursive relationship of arithmetic sequences represented in words, in a table or in a graph • **Assessment limit:** Provide the n^{th} term no more than 10 terms beyond the last given term using common differences no more than 10 with integers (-100 to 5000)	**9-1, 9-2, Extend 9-2**	**464-474**
1.A.1.b.	Determine the recursive relationship of geometric sequences represented in words, in a table, or in a graph • **Assessment limit:** Provide the n^{th} term no more than 5 terms beyond the last given term using the recursive relationship of geometric sequences with whole numbers and a common ratio of no more than 5:1 (0 – 10,000)	**9-1, 9-2, Extend 9-2**	**464-474**
1.A.1.c.	Determine whether relationships are linear or nonlinear when represented in words, in a table, symbolically, or in a graph • **Assessment limit:** Use a graph to determine if a relationship is linear or nonlinear	9-3, **9-5, 10-1**	475-480, **487-492, 528-533**
1.A.1.d.	Determine whether relationships are linear or nonlinear when represented symbolically	9-3, **10-1**	475-480, **528-533**
1.B. Expressions, Equations, and Inequalities			
1.B.1	**Write, simplify, and evaluate expressions**	**1-2, 8-1, Ch.1 RSP**	**29-34, 416-421, 64**
1.B.1.a.	Write an algebraic expression to represent unknown quantities • **Assessment limit:** Use one unknown and no more than 3 operations and rational numbers (-1000 to 1000)	**1-7, 8-1**	**57-61, 416-421**
1.B.1.b.	Evaluate an algebraic expression • **Assessment limit:** Use one or two unknowns and up to three operations and rational numbers (-100 to 100)	**1-2, 1-9, 1-10**	**29-34, 65-73**

1.B.1.c.	Evaluate numeric expressions using the order of operations • **Assessment limit:** Use no more than 5 operations including exponents of no more than 3 and 2 sets of parentheses, brackets, a division bar, or absolute value with rational numbers (-100 to 100)	**1-2**	**29-34**
1.B.1.d.	Simplify algebraic expressions by combining like terms • **Assessment limit:** Use no more than 3 variables with integers (-50 to 50), or proper fractions with denominators as factors of 20 (-20 to 20)	**8-2, Explore 8-4, 8-4**	**422-426, 432-437**
1.B.1.e.	Describe a real-world situation represented by an algebraic expression	**1-7, 8-1**	**57-61, 416-421**
1.B.2.	**Identify, write, solve, and apply equations and inequalities**	**1-9, 1-10, 2-7, 8-2, 8-3, 8-4, 8-6, 8-7, 8-8**	**65-73, 119-123, 432-437, 441-453**
1.B.2.a.	Write equations or inequalities to represent relationships • **Assessment limit:** Use a variable, the appropriate relational symbols (>, ≥, <, ≤, =) and no more than 3 operational symbols (+, -, ×, ÷) on either side and rational numbers (-1000 to 1000)	**1-9, 1-10, 2-7, 8-2, 8-3, 8-4, 8-6, 8-7, 8-8**	**65-73, 119-123, 432-437, 441-453**
1.B.2.b.	Solve for the unknown in a linear equation • **Assessment limit:** Use one unknown no more than 3 times on one side and up to three operations (same or different but only one division) and rational numbers (-2000 to 2000)	**1-9, 1-10, 2-7, 8-2, 8-3, 8-4, 9-7**	**65-73, 119-123, 422-437, 502-507**
1.B.2.c.	Solve for the unknown in an inequality • **Assessment limit:** Use a one- or two-operation inequality with one variable on one side no more than 3 times whose result after combining coefficients is a positive whole number coefficient with integers (-100 to 100)	**8-6, 8-7, 8-8**	**441-453**
1.B.2.d.	Identify or graph solutions of inequalities on a number line • **Assessment limit:** Use one variable once with a positive whole number coefficient and integers (-100 to 100)	**8-6, 8-8**	**441-444, 449-453**
1.B.2.e.	Identify equivalent equations • **Assessment limit:** Use one unknown no more than 3 times on one side and up to three operations (same or different but only one division) and integers (-2000 to 2000)	**8-1**	**416-421**

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1.B.2.f.	Apply given formulas to a problem-solving situation • **Assessment limit:** Use no more than four variables and up to three operations with rational numbers (-500 to 500)	**Explore 3-5, 3-5, 3-6, 3-7, 5-3, 5-7, 5-8, 5-9, Extend 5-9, 6-3, 7-1, Extend 7-1, Explore 7-3, 7-3, 7-4, 7-5, 7-6, Explore 7-7, 7-7, Extend 7-7, 7-8, 7-9**	**161-178, 263-294, 316-319, 352-359, 362-378, 380-396, 399-404**
1.B.2.g.	Write equations and inequalities that describe real-world problems	**8-3, 8-6, 8-7, 8-8**	**427-431, 441-453**
1.C. Numeric and Graphic Representations of Relationships			
1.C.1	**Locate points on a number line and in a coordinate plane**	**9-3, 10-1**	**475-480, 528-533**
1.C.1.a.	Graph linear equations in a coordinate plane • **Assessment limit:** Use two unknowns having integer coefficients (-9 to 9) and integer constants (-20 to 20)	**9-3, 10-1**	**475-480, 528-533**
1.C.2.	**Analyze linear relationships**	**9-4,** Extend 9-5, LA 6	**481-486,** 493, LA19-LA21
1.C.2.a.	Determine the slope of a graph in a linear relationship • **Assessment limit:** Use an equation with integer coefficients (-9 to 9) and integer constants (-20 to 20) and a given graph of the relationship	**9-4,** Extend 9-5, 9-6	**481-486,** 493, 495-499
1.C.2.b.	Determine the slope of a linear relationship represented numerically or algebraically	**9-4,** Extend 9-5, 9-6	**481-486,** 493, 495-499
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.			
2.A. Plane Geometric Figures			
2.A.1.	Analyze the properties of plane geometric figures	**Explore 3-5, 3-5, 3-6, 6-1, Extend 6-1, 6-3, Extend 7-1**	**161-178, 306-313, 316-319, 358-359**
2.A.1.a.	Identify and describe geometric relationships between angles formed when parallel lines are cut by a transversal. • **Assessment limit:** Use alternate interior, alternate exterior, or corresponding angles	**6-1, 7-4**	**306-311, 368-372**
2.A.1.b.	Identify and describe the relationship among the parts of a right triangle • **Assessment limit:** Use the hypotenuse or the legs of right triangles	**Explore 3-5, 3-5**	**161-166**
2.A.2	Analyze geometric relationships	**6-1, Extend 6-1**	**306-313**

2.A.2.a.	Determine the measurements of angles formed by parallel lines cut by a transversal • **Assessment limit:** Use alternate interior, alternate exterior, and corresponding angles	**6-1, Extend 6-1**	**306-313**
2.A.2.b.	Apply right angle concepts to solve real-world problems • **Assessment limit:** Use the Pythagorean Theorem	**Explore 3-5, 3-5, 3-6**	**161-171**
2.A.2.c.	Determine whether three given side lengths form a right triangle	**3-5**	**162-166**
2.B. Solid Geometric Figures – *Not Assessed at Grade 8*			
2.C. Representation of Geometric Figures			
2.C.1.	Represent plane geometric figures	**CSB1, CSB2**	**730-733**
2.C.1.a.	Draw quadrilaterals • **Assessment limit:** Provide given whole number dimensions in inches or centimeters or angle measurements	CSB6	738-739
2.C.1.b.	Construct perpendicular line segments • **Assessment limit:** Provide a given point on a given line segment	**CSB2**	**732-733**
2.C.1.c.	Construct triangles • **Assessment limit:** Construct a triangle congruent to a given triangle	Extend 6-1, **Extend 6-4**	312-313, **324-325**
2.D. Congruence and Similarity			
2.D.1.	Apply the properties of similar polygons	**4-7, Extend 4-7, 4-9, 4-10**	**218-224, 232-241**
2.D.1.a.	Determine similar parts of polygons • **Assessment limit:** Use the length of corresponding sides or the measure of corresponding angles and rational numbers with no more than 2 decimal places (0 – 1000)	**4-7, Extend 4-7, 4-9, 4-10**	**218-224, 232-241**
2.E. Transformations			
2.E.1.	Analyze a transformation on a coordinate plane	**4-8, Extend 4-8, 6-6, 6-7**	**225-231, 332-341**
2.E.1.a.	Identify, describe, and plot the results of multiple transformations on a coordinate plane • **Assessment limit:** Identify or plot the result of two transformations on one figure using translations (horizontal or vertical), reflections (horizontal or vertical), or rotations about a given point (90° or 180°)	**4-8, Extend 4-8, 6-6, 6-7**	**225-231, 332-341**

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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.			
3.A. Measurement Units– *Not Assessed at Grade 8*			
3.B. Measurement Tools– *Not Assessed at Grade 8*			
3.C. Applications in Measurement			
3.C.1.	**Estimate and apply measurement formulas**	**7-1, Explore 7-3, 7-3, 7-5, 7-6, 7-7, 7-8**	**352-357, 362-367, 373-396**
3.C.1.a.	Estimate and determine the circumference or area of a circle • **Assessment limit:** Include circles using rational numbers with no more than 2 decimal places (0 – 10,000)	**7-1**	**352-357**
3.C.1.b.	Estimate and determine area of a composite figure • **Assessment limit:** Include composite figures with no more than 6 polygons (triangles, rectangles, or circles) by measuring, partitioning, or using formulas with whole number dimensions (0 - 10,000)	**Explore 7-3, 7-3**	**362-367**
3.C.1.c.	Estimate and determine the volume of a cylinder • **Assessment limit:** Use cylinders, given the formula, and whole number dimensions (0-10,000)	**7-5**	**373-378**
3.C.1.d.	Determine the volume of cones, pyramids, and spheres	**7-6, Explore 7-9, CSB8**	**380-384, 397-398, 741**
3.C.1.e.	Determine the surface area of cylinders, prisms, and pyramids	**Explore 7-7, 7-7, Extend 7-7, 7-8, Explore 7-9**	**385-398**
3.C.2.	Analyze measurement relationships	**4-7, 4-8, 4-9, 4-10**	**218-223, 225-230, 232-241**
3.C.2.a.	Use proportional reasoning to solve measurement problems • **Assessment limit:** Use proportions, scale drawings with scales as whole numbers, or rates using whole numbers or decimals (0 – 1000)	**4-7, 4-8, 4-9, 4-10**	**218-223, 225-230, 232-241**
Standard 4.0 Knowledge of Statistics: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.			
4.A. Data Displays			
4.A.1.	Organize and display data	**11-2, 11-3, Extend 11-3, 11-4, Extend 11-4, 11-6, 11-7, 11-8**	**576-590, 591-597, 605-621**
4.A.1.a.	Organize and display data to make circle graphs • **Assessment limit:** Use no more than 5 categories with data in whole number percents	**Extend 11-3, 11-3**	**582-590**

4.A.1.b.	Organize and display data to make box-and-whisker plots • **Assessment limit:** Use no more than 12 pieces of data and whole numbers (0 – 1000)	**11-6, Extend 11-6**	**605-611**
4.A.1.c.	Organize and display data to make a scatter plot • **Assessment limit:** Use no more than 10 points and whole numbers (0 – 1000)	**9-9, Extend 9-9**	**510-517**
4.B. Data Analysis		**Lesson(s)**	**Page Number(s)**
4.B.1.	Analyze data	**11-2, Extend 11-2, 11-3, Extend 11-3, 11-4, Extend 11-4, 11-5, 11-6, Extend 11-6, 11-7, 11-8**	**576-581, 582-590, 591-597, 599-621**
4.B.1.a.	Interpret tables • **Assessment limit:** Use no more than 5 categories having no more than 2 quantities per category and whole numbers or decimals with no more than 2 decimal places (0 – 100)	**11-2, Extend 11-2**	**576-581**
4.B.1.b.	Interpret box-and-whisker plots • **Assessment limit:** Use minimum, first (lower) quartile, median (middle quartile), third (upper) quartile, or maximum and whole numbers (0 – 100)	**11-6, Extend 11-6**	**605-611**
4.B.1.c.	Interpret scatter plots • **Assessment limit:** Use no more than 10 points using whole numbers or decimals with no more than 2 decimal places (0 – 100)	**9-9, Extend 9-9**	**510-517**
4.B.1.d.	Interpret circle graphs • **Assessment limit:** Use no more than 8 categories (0 – 1000)	**11-3, Extend 11-3**	**582-590**
4.B.1.e.	Analyze multiple box-and-whisker plots using the same scale	**11-6, Extend 11-6**	**605-611**
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.			
5.A. Sample Space			
5.A.1.	Identify a sample space	**12-1, 12-5**	**632-636, 653-658**
5.A.1.a.	Describe the difference between independent and dependent events	**12-2**	**637-642**
5.A.1.b.	Determine the number of outcomes • **Assessment limit:** Use no more than 5 dependent events with no more than 10 outcomes in the first event	**12-1, 12-5**	**632-636, 653-658**

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5.B. Theoretical Probability			
5.B.1.	Determine the probability of an event comprised of no more than 2 independent events	**12-2, 12-3**	**637-647**
5.B.1.a.	Express the probability of an event as a fraction, a decimal, or a percent • **Assessment limit:** Use a sample space of 36 to 60 outcomes	**12-2, 12-3**	**637-647**
5.B.2.	Determine the probability of a second event that is dependent on a first event of equally likely outcomes	**12-2, 12-3**	**637-647**
5.B.2.a.	Express the probability as a fraction, a decimal, or a percent • **Assessment limit:** Use a sample space of no more than 60 outcomes	**12-2, 12-3**	**637-647**
5.C. Experimental Probability			
5.C.1.	Analyze the results of a survey or simulation	**12-3**	**643-647**
5.C.1.a.	Make predictions and express the probability of the results as a fraction, a decimal with no more than 2 decimal places, or a percent • **Assessment limit:** Use 20 to 500 results	**12-3**	**643-647**
5.C.2.	Conduct a probability experiment	**Extend 12-3**	**648-649**
5.C.3.	Compare outcomes of theoretical probability with the results of experimental probability	12-3	643-647
5.C.4.	Describe the difference between theoretical and experimental probability	12-3	643-647
Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology.			
6.A. Knowledge of Number and Place Value			
6.A.1.	Knowledge of Number and Place Value	**1-3, 2-1, 2-2**	**35-39, 84-89, 91-95**
6.A.1.a.	Read, write, and represent rational numbers • **Assessment limit:** Use exponential notation or scientific notation from (-10,000 to 1,000,000,000)	**1-3, 2-1**	**35-39, 84-89**
6.A.1.b.	Compare, order, and describe rational numbers with and without relational symbols (<, >, =) • **Assessment limit:** Use no more than 4 integers(-100 to 100) or positive rational numbers (0–100) using equivalent forms or absolute value	**2-2**	**91-95**

6.B. Number Theory– *Not Assessed at Grade 8*			
6.C. Number Computation			
6.C.1.	Analyze number relations and compute	**Explore 1-4, 1-4, 1-5, 1-6**	**40-49, 51-56**
6.C.1.a.	Add, subtract, multiply and divide integers • **Assessment limit:** Use one operation (-1000 to 1000)	**Explore 1-4, 1-4, 1-5, 1-6**	**40-49, 51-56**
6.C.1.b.	Calculate powers of integers and square roots of perfect square whole numbers • **Assessment limit:** Use powers with bases no more than 12 and exponents no more than 3, or square roots of perfect squares no more than 144	**2-9, 3-1**	**126-129, 144-147**
6.C.1.c.	Identify and use the laws of exponents to simplify expressions • **Assessment limit:** Use the rules of power times power or power divided by power with the same integer as a base (-20 to 20) and exponents (0-10)	**10-5, 10-6, 10-7, 10-8, LA 4**	**545-548, 550-562, LA12-LA14**
6.C.1.d.	Use properties of addition and multiplication to simplify expressions • **Assessment limit:** Use the commutative property of addition or multiplication, associative property of addition or multiplication, additive inverse property, the distributive property, or the identity property for one or zero with integers (-100 to 100)	**1-2**	**29-34**
6.C.2.	Estimation	**3-2**	**148-151**
6.C.2.a.	Estimate the square roots of whole numbers • **Assessment limit:** Use whole numbers (0 – 100)	**3-2**	**148-151**
6.C.3.	Analyze ratios, proportions, and percents	**4-1, 4-2, 4-3, 4-4, Ch. 5 RSP**	**190-197, 262**
6.C.3.a.	Determine unit rates • **Assessment limit:** Use positive rational numbers (0 – 100)	**4-1, 4-3, 4-4**	**190-193, 198-209**
6.C.3.b.	Determine or use percents, rates of increase and decrease, discount, commission, sales tax, and simple interest in the context of a problem • **Assessment limit:** Use positive rational numbers (0 - 10,000)	**5-1, 5-2, 5-4, 5-6, 5-7, 5-8, 5-9, Extend 5-9**	**252-261, 268-271, 275-294**
6.C.3.c.	Solve problems using proportional reasoning • **Assessment limit:** Use positive rational numbers (0 – 1000)	**4-2, 4-5, 5-3**	**194-197, 210-214, 263-267**

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Standard 7.0 Processes of Mathematics: Students demonstrate the processes of mathematics by making connections and applying reasoning to solve problems and to communicate their findings.			
7.A. Problem Solving *Maryland Math Connects addresses problem solving throughout the text and in Problem-Solving Investigation lessons.*			
7.A.1.	Apply a variety of concepts, processes, and skills to solve problems	*Used throughout the text*. For example, 3-5, 7-2, 8-5, 12-4	*Used throughout the text*. For example, 152-153, 360-361, 434-437, 650-651
7.A.1.a.	Identify the question in the problem	*Used throughout the text*. For example, 1-1, 1-8, Ch. 1 RSP, 6-2	*Used throughout the text*. For example, 24-28, 62-64, 314-315
7.A.1.b.	Decide if enough information is present to solve the problem	*Used throughout the text*. For example, 1-1, 1-8, 8-5, 12-5	*Used throughout the text*. For example, 24-28, 62-63, 438-439, 653-658
7.A.1.c.	Make a plan to solve a problem	*Used throughout the text*. For example, 1-1, Ch. 1 RSP, 2-8, 7-2	*Used throughout the text*. For example, 24-28, 64, 124-125, 360-361
7.A.1.d.	Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	*Used throughout the text*. For example, 1-8, 2-8, 8-5, 12-4	*Used throughout the text*. For example, 62-63, 124-125, 438-439, 650-651
7.A.1.e.	Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	*Used throughout the text*. For example, 2-8, 3-3, 8-5, 12-4	*Used throughout the text*. For example, 124-125, 152-153, 438-439, 650-651
7.A.1.f.	Identify alternative ways to solve a problem	*Used throughout the text*. For example, 5-7, 5-8, 8-2, Explore 8-4	*Used throughout the text*. For example, 279-289, 422-426, 432-433
7.A.1.g.	Show that a problem might have multiple solutions or no solution	**8-7, 9-7**	**448, 502-507**
7.A.1.h.	Extend the solution of a problem to a new problem situation	*Used throughout the text*. For example, Extend 4-8, Extend 6-4, Explore 7-3, Extend 9-6	*Used throughout the text*. For example, 231, 324-325, 362, 500-501
7.B. Reasoning *Maryland Math Connects addresses reasoning in every lesson. See H.O.T. Problems: Challenge, Find the Error, Number Sense, Open Ended, Reasoning, Which One Doesn't Belong*			
7.B.1.	Justify ideas or solutions with mathematical concepts or proofs	*Used throughout the text*. For example, Explore	*Used throughout the text*. For example, 40, 324-

		1-4, Extend 6-4, Extend 7-1, Explore 7-7	325, 358-359, 385
7.B.1.a.	Use inductive or deductive reasoning	*Used throughout the text*. For example, Explore 3-5, 5-5, 6-2, Extend 9-6	*Used throughout the text*. For example, 161, 272-273, 314-315, 500-501
7.B.1.b.	Make or test generalizations	*Used throughout the text*. For example, Explore 1-4, Extend 6-4, Extend 7-1, Explore 7-7	*Used throughout the text*. For example, 40, 324-325, 358-359, 385
7.B.1.c.	Support or refute mathematical statements or solutions	*Used throughout the text*. For example, 1-2, 10-5, 11-4, 11-8	*Used throughout the text*. For example, 29-34, 548, 596, 620
7.B.1.d.	Use methods of proof, i.e., direct, indirect, paragraph, or contradiction	*Used throughout the text*. For example, 1-2, 10-5, 11-4, 12-2	*Used throughout the text*. For example, 29-34, 548, 596, 642
7.C. Communication *Maryland Math Connects addresses communication in every lesson. See H.O.T. Problems: Challenge, Find the Error, Number Sense, Open Ended, Reasoning, Which One Doesn't Belong, Writing in Math*			
7.C.1.	Present mathematical ideas using words, symbols, visual displays, or technology	*Used throughout the text*. For example, Extend 4-8, 8-6, Extend 9-6, Extend 11-3	*Used throughout the text*. For example, 231, 441-444, 500-501, 589-590
7.C.1.a.	Use multiple representations to express concepts or solutions	*Used throughout the text*. For example, 1-7, 3-3, Extend 3-6, Extend 9-6	*Used throughout the text*. For example, 57-61, 152-153, 172, 500-501
7.C.1.b.	Express mathematical ideas orally	*Used throughout the text*. For example, Extend 3-6, Extend 6-1, Extend 9-6, 12-4	*Used throughout the text*. For example, 172, 312-313, 500-501, 650-651
7.C.1.c.	Explain mathematically ideas in written form	*Used throughout the text*. For example, Extend 3-6, Extend 9-5, Extend 12-3, 12-5	*Used throughout the text*. For example, 172, 493, 385, 392
7.C.1.d.	Express solutions using concrete materials	*Used throughout the text*. For example, Extend 4-7, Extend 6-4, Explore 7-7, Extend 7-7	*Used throughout the text*. For example, 224, 324-325, 392, 385

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7.C.1.e.	Express solutions using pictorial, tabular, graphical, or algebraic methods	*Used throughout the text*. For example, 4-4, 4-6, 6-5, 8-1	*Used throughout the text*. For example, 204-209, 216-217, 327-331, 416-421
7.C.1.f.	Explain solutions in written form	*Used throughout the text*. For example, Extend 3-6, Extend 9-5, Extend 12-3, 12-5	*Used throughout the text*. For example, 172, 493, 648-649, 653-658
7.C.1.g.	Ask questions about mathematical ideas or problems	*Used throughout the text*. For example, 3-4, Extend 9-6, 11-3, Extend 11-3	*Used throughout the text*. For example, 159, 500-501, 587, 590
7.C.1.h.	Give or use feedback to revise mathematical thinking	*Used throughout the text*. For example, 8-5, Extend 9-6, Extend 10-4, Extend 12-3	*Used throughout the text*. For example, 438-439, 500-501, 544, 649
7.D. Connections *Maryland Math Connects addresses connections by including real-world application problems in every lesson. Career features are found in each chapter.*			
7.D.1.	Relate or apply mathematics within the discipline, to other disciplines, and to life	*Used throughout the text*. For example, 3-6, 3-7, 4-2, 5-9	*Used throughout the text*. For example, 167-171, 173-178, 194-197, 290-294
7.D.1.a.	Identify mathematical concepts in relationship to other mathematical concepts	*Used throughout the text*. For example, Extend 3-6, 4-7, Extend 7-1, 7-9	*Used throughout the text*. For example, 172, 218-223, 358-359, 399-404
7.D.1.b.	Identify mathematical concepts in relationship to other disciplines	*Used throughout the text*. For example, Explore 1-3, 2-10, Ch.3 RSP, 6-5	*Used throughout the text*. For example, 362, 130-133, 154, 327-331
7.D.1.c.	Identify mathematical concepts in relationship to life	*Used throughout the text*. For example, Extend 4-7, 4-10, 5-9, Extend 5-9	*Used throughout the text*. For example, 224, 236-241, 290-294
7.D.1.d.	Use the relationship among mathematical concepts to learn other mathematical concepts	*Used throughout the text*. For example, Extend 3-6, 4-7, Extend 9-5, Extend 12-3	*Used throughout the text*. For example, 122, 218-223, 493, 648-649

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