Northpoint Horizons

Math Elevations
Correlated to the
Maryland State Math Curriculum Standards

Grade 3

This document provides a sampling of the extensive math directives offered throughout the *Math Elevations* program that meet the Maryland Math Curriculum Standards.

Math Assessment Standards	***Math Elevations Level C* (Grade 3) Teacher's Guide Examples/Lessons**
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.	
A. Patterns and Functions	
1. Identify, describe, extend, and create numeric patterns and functions	**Unit 5 – Algebra, Patterns, and Functions**
a. Represent and analyze numeric patterns using skip counting Assessment limit: Use 2, 5, 10, or 100 starting with any whole number (0 – 1000)	5.3 – Skip Counting, pp. 94–95
b. Represent and analyze numeric patterns using skip counting. Assessment limit: Use 3 or 4 starting with 0, 1, 2, 3, or 4 (0 – 30)	5.3 – Skip Counting, pp. 94–95 5.4 – Number Patterns, pp 96–97
c. Represent and analyze numeric patterns using skip counting backward Assessment limit: Use 10 or 100 starting with any whole number (0 – 1000)	5.3 – Skip Counting, pp. 94–95 5.4 – Number Patterns, pp. 96–97
d. Complete a function table using a given addition or subtraction rule	5.5 – Number Machines, pp. 98–99
2. Identify, describe, extend, and create non–numeric growing or repeating patterns	**Unit 5 – Algebra, Patterns, and Functions**
a. Represent and analyze growing patterns using symbols, shapes, designs, or pictures Assessment limit: Start at the beginning, show at	5.6 – Picture Patterns, pp. 100–101 5.7 – Pattern Puzzles, pp. 102–103 5.8 – Word Problem Patterns, pp. 104–105

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least 3 levels but no more than 5 levels, and ask for the next level	
b. Represent and analyze repeating patterns using symbols, shapes, designs, or pictures Assessment limit: Use no more than 4 objects in the core of the pattern	5.6 – Picture Patterns, pp. 100–101 5.7 – Pattern Puzzles, pp. 102–103 5.8 – Word Problem Patterns, pp. 104–105
B. Expressions, Equations, and Inequalities	
1. Write and identify expressions	**Unit 1 – Numbers and Operations** **Unit 2 – Addition and Subtraction** **Unit 3 – Multiplication and Division**
a. Represent numeric quantities using operational symbols (+, –, ×, ÷) Assessment limit: Use operational symbols (+ or –) and whole numbers (0 – 50)	1.2 – Comparing and Ordering Numbers, pp. 20–21 1.4 – Odd and Even Numbers, pp. 24–25 2.1 – Addition and Subtraction Families, pp. 36–37 2.2 – Adding Two-Digit Numbers, pp. 38–39 2.5 – Regrouping Two-Digit Numbers for Subtraction, pp. 44–45 2.6 – Subtraction of Three- and Four-Digit Numbers, pp. 46–47 3.2 – Multiplication Facts of 2, 5, and 10, pp. 56–57 3.5 – Multiplication Facts of 7 and 9, pp. 62–63
2. Identify, write, solve, and apply equations and inequalities	Unit 1 – Numbers and Operations Unit 2 – Addition and Subtraction Unit 3 – Multiplication and Division
a. Represent relationships using appropriate relational symbols (<, >, or =) and operational symbols (+, –, ×, ÷) on either side. Assessment limit: Use operational symbols (+ or –) and whole numbers (0 – 1000)	1.2 – Comparing and Ordering Numbers, pp. 20–21 1.4 – Odd and Even Numbers, pp. 24–25 1.8 – Reading and Writing Numbers Through 999,999, pp. 32–33 2.1 – Addition and Subtraction Families, pp. 36–37 2.2 – Adding Two-Digit Numbers, pp. 38–39 2.5 – Regrouping Two-Digit Numbers for Subtraction, pp. 44–45 2.6 – Subtraction of Three- and Four-Digit Numbers, pp. 46–47 3.2 – Multiplication Facts of 2, 5, and 10, pp. 56–57 3.5 – Multiplication Facts of 7 and 9, pp. 62–63
b. Find the missing number (unknown) in a number sentence (equation) using operational symbols (+, –, ×, ÷) Assessment limit: Use one operational symbol (+ or –) and whole numbers (0 – 100)	1.2 – Comparing and Ordering Numbers, pp. 20–21 1.4 – Odd and Even Numbers, pp. 24–25 1.8 – Reading and Writing Numbers Through 999,999, pp. 32–33 2.8 – Addition and Subtraction Word Problems, pp. 50–51 3.4 – Multiplication Facts of 4 and 8, pp. 60–61 3.7 – Dividing Using Inverse Operations, pp. 66–67 3.8 – Multiplication and Division Word Problems, pp. 68–69
c. Find the missing number(s) (unknown) on one or	2.8 – Addition and Subtraction Word Problems, pp. 50–51

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both sides of a number sentence (equation)	3.7 – Dividing Using Inverse Operations, pp. 66–67 3.8 – Multiplication and Division Word Problems, pp. 68–69
C. Numeric and Graphic Representations of Relationships	
1. Locate points on a number line	**Unit 1 – Numbers and Operations** **Unit 3 – Multiplication and Division**
a. Represent whole numbers on a number line Assessment limit: Use whole numbers (0 – 500)	1.3 – Rounding, pp. 22–23 3.3 – Multiplication Facts of 3 and 6, pp. 58–59 3.4 – Multiplication Facts of 4 and 8, pp. 60–61
b. Represent proper fractions on a number line Assessment limit: Use fractions that have denominators of 2, 3, or 4	1.7 – Comparing Fractions, pp. 30–31
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	
1. Analyze the properties of plane geometric figures	**Unit 6 – Geometry**
a. Identify or describe points, lines, line segments, rays, and angles	6.1 – Lines and Angles, pp. 108–109 6.2 – Types of Lines, pp. 110–111 6.5 – Lines of Symmetry, pp. 116–117
b. Identify or describe polygons Assessment limit: Use triangles, quadrilaterals, pentagons, hexagons, or octagons and the number of sides or vertices	6.3 – Plane Figures
c. Identify or describe quadrilaterals Assessment limit: Use squares, rectangles, rhombi, parallelograms, and trapezoids and the length of sides	6.3 – Plane Figures, pp. 112–113 6.6 – Solid Figures, pp. 118–119
d. Identify triangles, rectangles, or squares as part of a composite figure Assessment limit: Use a combination of 2 of the stated polygons	6.6 – Solid Figures, pp. 118–119 6.7 – Solid Figures and Their Nets, pp. 120–121
2. Analyze geometric relationships	**Unit 6 – Geometry**
a. Identify right angles	6.1 – Lines and Angles, pp. 108–109 6.2 – Types of Lines, pp. 110–111
B. Solid Geometric Figures	
1. Analyze the properties of solid geometric figures	**Unit 6 – Geometry**

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a. Identify and describe cubes, rectangular prisms, and triangular prisms Assessment limit: Use cubes and the number of edges, faces, vertices, or shape of each face	6.6 – Solid Figures, pp. 118–119 6.7 – Solid Figures and Their Nets, pp. 120–121
C. Representation of Geometric Figures	
1. Represent plane geometric figures	**Unit 6 – Geometry**
a. Sketch triangles, quadrilaterals, pentagons, hexagons, octagons, and circles	6.3 – Plane Figures, pp. 112–113
D. Congruence	
1. Analyze congruent figures	**Unit 6 – Geometry**
a. Identify and describe geometric figures as congruent Assessment limit: Use the same shape and same size	6.4 – Congruent Figures, pp. 114–115 6.5 – Lines of Symmetry, pp. 116–117
E. Transformations	
1. Analyze a transformation	**Math Elevations, Level D (Grade 4) Unit 7 – Geometry**
a. Identify and describe the results of a slide, flip, and turn Assessment limit: Use horizontal slide, flip over a vertical line, or turn of 90° clockwise around a given point of a geometric figure or picture	7.5 – Flips and Slides, pp. 134–135 7.6 – Turns, pp. 136–137
2. Analyze geometric figures or pictures	**Unit 6 – Geometry**
a. Identify and describe symmetry Assessment limit: Use no more than 4 lines of symmetry	6.5 – Lines of Symmetry, pp. 116–117
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.	
A. Measurement Units	
1. Read customary and metric measurement units	**Unit 7 – Measurement**
a. Estimate and determine length Assessment limit: Use the nearest centimeter or ½ inch	7.2 – Length (Customary Units), pp. 128–129 7.3 – Length (Metric), pp. 130–131

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b. Tell time in days, hours, minutes, and seconds Assessment limit: Use the nearest minute using an analog clock	7.1 – Time, pp. 126–127
c. Estimate and read temperature Assessment limit: Use the nearest degree (°F or °C)	N/A
d. Estimate and determine weight of objects Assessment limit: Use the nearest pound or ounce	7.6 – Weight, pp. 136–137
B. Measurement Tools	
1. Measure in customary and metric units	**Unit 7 – Measurement**
a. Measure length of objects and pictures of objects using a ruler, a tape measure, a yardstick, or a meter stick Assessment limit: Use a ruler and the nearest centimeter or ½ inch	7.2 – Length (Customary Units), pp. 128–129 7.3 – Length (Metric), pp. 130–131
b. Measure capacity of containers to the nearest cup, pint, quart, gallon, milliliter, and liter using graduated containers	7.7 – Capacity, pp. 138–139 7.8 – Appropriate Units, pp. 140–141
c. Measure weight of objects to the nearest ounce and pound and the mass of an object to the nearest gram and kilogram	7.6 – Weight, pp. 136–137 7.8 – Appropriate Units, pp. 140–141
C. Applications in Measurement	
1. Apply measurement concepts	**Unit 7 – Measurement**
a. Estimate and determine the perimeter of geometric figures and pictures on a grid Assessment limit: Use counting and whole numbers (0 – 50)	7.4 – Perimeter, pp. 132–133
b. Estimate and determine the area of geometric figures and pictures on a grid Assessment limit: Use counting and whole numbers (0 – 50)	7.5 – Area, pp. 134–135
2. Calculate equivalent measurements	**Unit 7 – Measurement**
a. Determine equivalent units of length Assessment limit: Use 12 inches = 1 foot and 3 feet = 1 yard and whole numbers (0 – 30)	7.2 – Length (Customary Units), pp. 128–129 7.3 – Length (Metric), pp. 130–131 7.8 – Appropriate Units, pp. 140–141
4.0 Knowledge of Statistics	

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Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.	
A. Data Displays	
1. Collect, organize, and display data	**Unit 8 – Probability, Data Analysis, and Graphs**
a. Collect data by conducting surveys	8.1 – Tally Charts, pp. 144–145 8.2 – Reading Charts and Tables, pp. 146–147
b. Organize and display data to make tables using a variety of categories and sets of data Assessment limit: Use no more than 4 categories from one set of data and whole numbers (0 – 1000)	8.1 – Tally Charts, pp. 144–145 8.2 – Reading Charts and Tables, pp. 146–147 8.3 – Pictographs, pp. 148–149
c. Organize and display data to make pictographs using a variety of scales Assessment limit: Use scales of 2:1, 4:1, or 10:1 and whole numbers (0 – 100)	8.3 – Pictographs, pp. 148–149
d. Organize and display data to make single bar graphs using a variety of categories and intervals Assessment limit: Use no more than 4 categories of data with intervals of 1, 2, 5, or 10 and whole numbers (0 –100)	8.4 – Simple Bar Graphs, pp. 150–151 8.5 – Bar Graphs with a Scale, pp. 152–153
e. Organize and display data to make line plots using a variety of intervals	Math Elevations, Level D (Grade 4) Unit 8 – Data Analysis, Statistics, and Probability 8.5 – Line Graphs, pp. 152–153
B. Data Analysis	
1. Analyze data	**Unit 8 – Probability, Data Analysis, and Graphs**
a. Interpret data contained in tables using a variety of categories and intervals Assessment limit: Use no more than 4 categories from one set of data and whole numbers (0 – 1000)	8.2 – Reading Charts and Tables, pp. 146–147 8.3 – Pictographs, pp. 148–149
b. Interpret data contained in pictographs using a variety of categories and intervals Assessment limit: Use scales of 2:1, 4:1, or 10:1 and whole numbers (0 – 100)	8.3 – Pictographs, pp. 148–149
c. Interpret data contained in single bar graphs using a variety of categories and intervals Assessment limit: Use no more than 4 categories of data, intervals of 1, 2, 5, or 10 and whole numbers (0	8.4 – Simple Bar Graphs, pp. 150–151 8.5 – Bar Graphs with a Scale, pp. 152–153

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d. Interpret data contained in line plots using a variety of intervals	Math Elevations, Level D (Grade 4) Unit 8 – Data Analysis, Statistics, and Probability 8.5 – Line Graphs, pp. 152–153
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.	
A. Sample Space	
1. Identify possible outcomes	**Unit 8 – Probability, Data Analysis, and Graphs**
a. Identify possible outcomes that make up the sample space for a given real life situation	8.6 – Likelihood, pp. 154–155 8.7 – Probability, pp. 156–157 8.8 – Fair and Unfair Games, pp. 158–159
b. Identify possible outcomes that make up the sample space for a given experiment such as: flipping a coin, spinning a spinner, and rolling a number cube	8.7 – Probability, pp. 156–157
B. Theoretical Probability	
1. Identify the probability of one simple event	**Unit 8 – Probability, Data Analysis, and Graphs**
a. Describe the probability of an event using words Assessment limit: Use probability terms of more (or most) likely, less (or least) likely, or equally likely	8.6 – Likelihood, pp. 154–155 8.8 – Fair and Unfair Games, pp. 158–159
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.	
A. Knowledge of Number and Place Value	
1. Apply knowledge of whole numbers and place value	**Unit 1 – Numbers and Operations**
a. Read, write, and represent whole numbers using symbols, words, and models Assessment limit: Use whole numbers (0 – 10,000)	1.1 – Four–Digit Numbers, pp. 18–19 1.2 – Comparing and Ordering Numbers, pp. 20–21 1.3 – Rounding, pp. 22–23 1.4 – Odd and Even Numbers, pp. 24–25 1.8 – Reading and Writing Numbers Through 999,999, pp. 32–33
b. Express whole numbers using expanded form Assessment limit: Use whole numbers (0 – 10,000)	1.1 – Four–Digit Numbers, pp. 18–19 1.2 – Comparing and Ordering Numbers, pp. 20–21
c. Identify the place value of a digit in a whole number	1.1 – Four–Digit Numbers, pp. 18–19 1.2 – Comparing and Ordering Numbers, pp. 20–21

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Assessment limit: Use whole numbers (0 – 9,999)	1.8 – Reading and Writing Numbers Through 999,999, pp. 32–33
d. Compare, order, and describe whole numbers with or without using relational symbols (<, >, =) Assessment limit: Use no more than four whole numbers (0 – 10,000)	1.2 – Comparing and Ordering Numbers, pp. 20–21
2. Apply knowledge of fractions	**Unit 1 – Numbers and Operations**
a. Read, write, and represent fractions as parts of a single region using symbols, words, and models Assessment limit: Use fractions with denominators of 2, 3, or 4	1.5 – Fractions as Part of a Whole, pp. 26–27 1.6 – Fractions as Part of a Set, pp. 28–29 1.7 – Comparing Fractions, pp. 30–31
b. Read, write, and represent fractions as parts of a set using symbols, words, and models Assessment limit: Use fractions with denominators of 2, 3, or 4, and use sets of 2, 3, 4 items, respectively	1.5 – Fractions as Part of a Whole, pp. 26–27 1.6 – Fractions as Part of a Set, pp. 28–29 1.7 – Comparing Fractions, pp. 30–31
3. Apply knowledge of money	**Unit 4 – Money and Decimals**
a. Represent money amounts in different ways Assessment limit: Use money amounts ($0 – $100	4.3 – Dollars, Dimes, and Pennies, pp. 76–77 4.4 – Nickels and Quarters, pp. 78–79 4.5 – Bills and Coins, pp. 80–81 4.6 – Making Change, pp. 82–83 4.7 – Addition and Subtraction of Money, pp. 84–85 4.8 – Money Word Problems, pp. 86–87
b. Determine the value of a given set of mixed currency Assessment limit: Use coins and bills ($0 – $100)	4.3 – Dollars, Dimes, and Pennies, pp. 76–77 4.4 – Nickels and Quarters, pp. 78–79 4.5 – Bills and Coins, pp. 80–81 4.6 – Making Change, pp. 82–83 4.8 – Money Word Problems, pp. 86–87
c. Compare the value of two sets of mixed currency	4.3 – Dollars, Dimes, and Pennies, pp. 76–77 4.4 – Nickels and Quarters, pp. 78–79 4.5 – Bills and Coins, pp. 80–81
B. Number Theory	
1. Apply number relationships to:	**Unit 1 – Numbers and Operations**
a. Identify and describe whole numbers as even or odd Assessment limit: Use whole numbers (0 – 100)	1.4 – Odd and Even Numbers, pp. 24–25
C. Number Computation	

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1. Analyze number relations and compute	**Unit 2 – Addition and Subtraction** **Unit 3 – Multiplication and Division** **Unit 4 – Money and Decimals**
a. Add numbers using a variety of strategies Assessment limit: Use no more than 3 addends, with no more than 3 digits in each addend and whole numbers (0 – 1000)	2.1 – Addition and Subtraction Families, pp. 36–37 2.2 – Adding Two-Digit Numbers, pp. 38–39 2.3 – Using Estimation in Addition, pp. 40–41 2.4 – Adding Three- and Four-Digit Numbers, pp. 42–43
b. Subtract numbers using a variety of strategies Assessment limit: Use no more than 3 digits in the minuend or subtrahend and whole numbers (0 – 999)	2.5 – Regrouping Two-Digit Numbers for Subtraction, pp. 44–45 2.6 – Subtraction of Three- and Four-Digit Numbers, pp. 46–47 2.7 – Subtraction with Zeros, pp. 48–49
c. Solve addition and subtraction word problems	2.8 – Addition and Subtraction Word Problems, pp. 50–51
d. Add and subtract money amounts	4.7 – Addition and Subtraction of Money, pp. 84–85 4.8 – Money Word Problems, pp. 86–87
e. Identify and apply the concept of inverse operations to addition and subtraction	2.1 – Addition and Subtraction Families, pp. 36–37
f. Represent multiplication and division basic facts using number sentences, pictures, and drawings Assessment limit: Use basic facts of no more than 9 x 9 = 81	3.2 – Multiplication Facts of 2, 5, and 10, pp. 56–57 3.3 – Multiplication Facts of 3 and 6, pp. 58–59 3.4 – Multiplication Facts of 4 and 8, pp. 60–61 3.5 – Multiplication Facts of 7 and 9, pp. 62–63
g. Identify and use properties of multiplication Assessment limit: Use the properties of commutative, identity, or zero and whole numbers (0 – 20)	3.1 – Meaning of Multiplication, pp. 54–55
h. Multiply a one–digit factor by a two–digit factor using models, pictures, and drawings	3.2 – Multiplication Facts of 2, 5, and 10, pp. 56–57
i. Divide a two–digit dividend by a one–digit divisor using models, pictures, and drawings	3.6 – Division as Equal Grouping and Sharing Equally, pp. 64–65 3.7 – Dividing Using Inverse Operations, pp. 66–67
j. Identify and apply the concept of inverse operations to multiplication and division	3.7 – Dividing Using Inverse Operations, pp. 66–67 3.8 – Multiplication and Division Word Problems, pp. 68–69
k. Write a word problem based on multiplication or division number sentences	3.8 – Multiplication and Division Word Problems, pp. 68–69
2. Estimation	**Unit 2 – Addition and Subtraction**
a. Determine the reasonableness of sums and differences	2.3 – Using Estimation in Addition, pp. 40–41 2.4 – Adding Three- and Four-Digit Numbers, pp. 42–43 2.5 – Regrouping Two-Digit Numbers for Subtraction, pp. 44–45 2.6 – Subtraction of Three- and Four-Digit Numbers, pp. 46–47 2.7 – Subtraction with Zeros, pp. 48–49

Math Assessment Standards	*Math Elevations Level C* (Grade 3) Teacher's Guide Examples/Lessons
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.	
A. Problem Solving	
1. Apply a variety of concepts, processes, and skills to solve problems	**Unit 2 – Addition and Subtraction** **Unit 4 – Money and Decimals** **Unit 5 – Algebra, Patterns, and Functions**
a. Identify the question in the problem	2.8 – Addition and Subtraction Word Problems, pp. 50–51 5.1 – Missing Addends and Subtrahends, pp. 90–91
b. Decide if enough information is present to solve the problem	5.8 – Word Problem Patterns, pp. 104–105
c. Make a plan to solve a problem	2.8 – Addition and Subtraction Word Problems, pp. 50–51
d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	5.2 – Missing Factors, pp. 92–93 5.6 – Picture Patterns, pp. 100–101
e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	5.8 – Word Problem Patterns, pp. 104–105
f. Identify alternative ways to solve a problem	5.1 – Missing Addends and Subtrahends, pp. 90–91
g. Show that a problem might have multiple solutions or no solution	5.5 – Number Machines, pp. 98–99
h. Extend the solution of a problem to a new problem situation	4.7 – Addition and Subtraction of Money, pp. 84–85 4.8 – Money Word Problems, pp. 86–87 5.1 – Missing Addends and Subtrahends, pp. 90–91
B. Reasoning	
1. Justify ideas or solutions with mathematical concepts or proofs	**Unit 5 – Algebra, Patterns, and Functions**
a. Use inductive or deductive reasoning	5.3 – Skip Counting, pp. 94–95
b. Make or test generalizations	5.4 – Number Patterns, pp. 96–97
c. Support or refute mathematical statements or solutions	5.8 – Word Problem Patterns, pp. 104–105
d. Use methods of proof, i.e., direct, indirect, paragraph, or contradiction	5.6 – Picture Patterns, pp. 100–101 5.8 – Word Problem Patterns, pp. 104–105
C. Communication	
1. Present mathematical ideas using words, symbols, visual displays, or technology	**Unit 2 – Addition and Subtraction** **Unit 3 – Multiplication and Division**

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	Unit 4 – Money and Decimals **Unit 5 – Algebra, Patterns, and Functions** **Unit 8 – Probability, Data Analysis, and Graphs**
a. Use multiple representations to express concepts or solutions	5.6 – Picture Patterns, pp. 100–101
b. Express mathematical ideas orally	4.5 – Bills and Coins, pp. 80–81
c. Explain mathematically ideas in written form	5.8 – Word Problem Patterns, pp. 104–105
d. Express solutions using concrete materials	2.6 – Subtraction of Three- and Four-Digit Numbers, pp. 46–47
e. Express solutions using pictorial, tabular, graphical, or algebraic methods	2.8 – Addition and Subtraction Word Problems, pp. 50–51
f. Explain solutions in written form	5.4 – Number Patterns, pp. 96–97
g. Ask questions about mathematical ideas or problems	3.8 – Multiplication and Division Word Problems, pp. 68–69
h. Give or use feedback to revise mathematical thinking	8.8 – Fair and Unfair Games, pp. 158–159
D. Connections	
1. Relate or apply mathematics within the discipline, to other disciplines, and to life	**Unit 4 – Money and Decimals** **Unit 7 – Measurement**
a. Identify mathematical concepts in relationship to other mathematical concepts	4.1 – Tenths, pp. 72–73 4.2 – Hundredths, pp. 74–75 4.7 – Addition and Subtraction of Money, pp. 84–85
b. Identify mathematical concepts in relationship to other disciplines	7.1 – Time, pp. 126–127 7.7 – Capacity, pp. 138–139
c. Identify mathematical concepts in relationship to life	4.6 – Making Change, pp. 82–83
d. Use the relationship among mathematical concepts to learn other mathematical concepts	7.8 – Appropriate Units, pp. 140–141