

**Northpoint Horizons**  
**Math Elevations**  
**Correlated to the**  
**Maryland State Math Curriculum Standards**

Grade 4

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

<b>Math Assessment Standards</b>	<b><i>Math Elevations Level D (Grade 4) Teacher's Guide</i></b> <b>Examples/Lessons</b>
<b>1.0 Knowledge of Algebra, Patterns, and Functions</b> Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.	
<b>A. Patterns and Functions</b>	
1. Identify, describe, extend, and create numeric patterns and functions	<b>Unit 3 – Multiplication and Division</b> <b>Unit 5 – Algebra and Functions</b>
a. Represent and analyze numeric patterns using skip counting Assessment limit: Use patterns of 3, 4, 6, 7, 8, or 9 starting with any whole number (0 – 100)	<i>Math Elevations</i> , Level C (Grade 3) Unit 5 5.3 – Skip Counting, pp. 94–95
b. Create a one-operation (+ or –) function table to solve a real-world problem	5.4 – Functional Relationships, pp. 96–97
c. Complete a function table using a one-operation (+, –, ×, ÷ with no remainders) rule	3.2 – Patterns of Calculations, pp. 56–57
d. Describe the relationship that generates a one-operation rule	3.2 – Patterns of Calculations, pp. 56–57 5.4 – Functional Relationships, pp. 96–97
2. Identify, describe, extend, and create non-numeric growing or repeating patterns	<b>Unit 3 – Multiplication and Division</b> <b>Unit 5 – Algebra and Functions</b>
a. Generate a rule for the next level of the growing pattern Assessment limit: Use at least 3 levels but no more than 5 levels	5.4 – Functional Relationships, pp. 96–97
b. Generate a rule for a repeating pattern Assessment limit: Use no more than 4 objects in the core of the pattern	5.4 – Functional Relationships, pp. 96–97 5.5 – Linear Functions, pp. 98–99

<b>Math Assessment Standards</b>	<b><i>Math Elevations Level D (Grade 4) Teacher’s Guide Examples/Lessons</i></b>
c. Create a non-numeric growing or repeating pattern	5.4 – Functional Relationships, pp. 96–97
<b>B. Expressions, Equations, and Inequalities</b>	
1. Write and identify expressions	<b>Unit 1 – Numbers and Operations Unit 2 – Addition and Subtraction Unit 3 – Multiplication and Division</b>
a. Represent numeric quantities using operational symbols (+, −, ×, ÷ with no remainders) Assessment limit: Use whole numbers (0 – 100)	2.2 – Column Addition (I), pp. 38–39 2.4 – Column Subtraction (I), pp. 42–43
b. Determine equivalent expressions Assessment limit: Use whole numbers (0 – 100)	1.2 – Comparing Numbers, pp. 20–21
2. Identify, write, solve, and apply equations and inequalities	<b>Unit 1 – Numbers and Operations Unit 2 – Addition and Subtraction Unit 3 – Multiplication and Division</b>
a. Represent relationships using appropriate relational symbols (<, >, or =) and operational symbols (+, −, ×, ÷) on either side. Assessment limit: Use operational symbols (+, −, ×) and whole numbers (0 – 200)	1.2 – Comparing Numbers, pp. 20–21 2.7 – Column Subtraction (II), pp. 48–49 3.3 – Multiplication by One-Digit Numbers, pp. 58–59
b. Find the unknown in an equation with one operation Assessment limit: Use multiplication (×) and whole numbers (0–81)	3.3 – Multiplication by One-Digit Numbers, pp. 58–59 3.4 – Multiplication by Two-Digit Numbers, pp. 60–61
<b>C. Numeric and Graphic Representations of Relationships</b>	
1. Locate points on a number line	<b>Unit 2 – Addition and Subtraction</b>
a. Represent mixed numbers and proper fractions on a number line Assessment limit: Use proper fractions with denominators of 6, 8, or 10	<i>Math Elevations</i> , Level C (Grade 3) Unit 1 1.7 – Comparing Fractions, pp. 30–31
b. Identify positions in a coordinate plane Assessment limit: Use the first quadrant and ordered pairs of whole numbers (0 – 20)	<i>Math Elevations</i> , Level E (Grade 5) Unit 5 5.8 – The Coordinate Plane, pp. 104–105
c. Represent decimals on a number line	2.3 – Making Change, pp. 40–41
<b>Standard 2.0 Knowledge of Geometry</b> 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.	

Math Assessment Standards	<i>Math Elevations Level D (Grade 4) Teacher's Guide</i> Examples/Lessons
<b>A. Plane Geometric Figures</b>	
1. Analyze the properties of plane geometric figures	<b>Unit 7 – Geometry</b>
a. Identify properties of angles using manipulatives and pictures	7.1 – Types of Angles, pp. 126–127
b. Identify, compare, classify, and describe angles in relationship to another angle Assessment limit: Use acute, right, or obtuse angles	7.1 – Types of Angles, pp. 126–127 7.2 – Parallel and Perpendicular Lines, pp. 128–129
c. Identify parallel and intersecting line segments	7.2 – Parallel and Perpendicular Lines, pp. 128–129
<b>B. Solid Geometric Figures</b>	
1. Analyze the properties of solid geometric figures	<b>Unit 7 – Geometry</b>
a. Identify cones, cylinders, prisms, and pyramids Assessment limit: Use cones or cylinders	7.7 – Solid Figures, pp. 138–139
b. Describe solid geometric figures by the number of edges, faces, or vertices Assessment limit: Use triangular pyramids, rectangular pyramids, triangular prisms, or rectangular prisms	7.7 – Solid Figures, pp. 138–139
2. Analyze the relationship between plane geometric figures and surfaces of solid geometric figures	<b>Unit 7 – Geometry</b>
a. Compare a plane figure to surfaces of solid geometric figure Assessment limit: Analyze or identify the number or arrangement of squares needed to make a cube and triangles/rectangles needed to make a triangular pyramid or rectangular pyramid.	7.6 – Turns, pp. 136–137 7.7 – Solid Figures, pp. 138–139 <i>Math Elevations</i> , Level E (Grade 5) Unit 7 7.1 – Geometric Concepts, pp. 126–127
<b>C. Representation of Geometric Figures</b>	
1. Represent plane geometric figures	<b>Unit 7 – Geometry</b>
a. Sketch acute, right, obtuse angles, and parallel and intersecting line segments	7.1 – Types of Angles, pp. 126–127 7.2 – Parallel and Perpendicular Lines, pp. 128–129
<b>D. Congruence</b>	
1. Analyze geometric figures	<b>Unit 7 – Geometry</b>
a. Identify and describe geometric figures as congruent Assessment limit: Identify the result in a	7.5 – Flips and Slides, pp. 134–135 7.6 – Turns, pp. 136–137

Math Assessment Standards	<i>Math Elevations Level D (Grade 4) Teacher's Guide</i> Examples/Lessons
transformation as being congruent to the original figure	
<b>E. Transformations</b>	
1. Analyze a transformation	<b>Unit 7 – Geometry</b>
a. Identify and describe the results of translations, reflections, and rotations Assessment limit: Use a horizontal line translation, reflection over a vertical line, or rotation of 90° clockwise around a given point of a geometric figure or picture point of a geometric figure or picture	7.5 – Flips and Slides, pp. 134–135
<b>3.0 Knowledge of Measurement</b> Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.	
<b>A. Measurement Units</b>	
1. Read customary and metric measurement units	<b>Unit 6 – Measurement</b>
a. Estimate and determine length Assessment limit: Use the nearest millimeter or ¼ inch	6.4 – Metric Measurement, pp. 114–115
b. Estimate and determine weight or mass	6.7 – Weight, pp. 120–121
c. Estimate and determine capacity	6.5 – Measuring Capacity, pp. 116–117 6.6 – Capacity Conversions, pp. 118–119
<b>B. Measurement Tools</b>	
1. Measure in customary and metric units	<b>Unit 6 – Measurement</b>
a. Select and use appropriate tools and units Assessment limit: Use the nearest millimeter or ¼ inch with a ruler	6.4 – Metric Measurement, pp. 114–115 6.8 – Appropriate Units, pp. 122–123
2. Compare right angles to a corner	6.1 – Perimeter of Squares and Rectangles, pp. 108–109
<b>C. Applications in Measurement</b>	
1. Apply measurement concepts	<b>Unit 6 – Measurement</b>
a. Determine perimeter Assessment limit: Use polygons with no more than 6 sides given the length of the sides in whole numbers (0 – 100)	6.1 – Perimeter of Squares and Rectangles, pp. 108–109 6.3 – Area and Perimeter of Irregular Polygons, pp. 112–113
b. Determine area	6.2 – Area of Squares and Rectangles, pp. 110–111

<b>Math Assessment Standards</b>	<b><i>Math Elevations Level D (Grade 4) Teacher's Guide Examples/Lessons</i></b>
Assessment limit: Use rectangles with the length of the sides in whole numbers (0 – 100)	6.3 – Area and Perimeter of Irregular Polygons, pp. 112–113
c. Determine start time, elapsed time, and end time Assessment limit: Use hour and half hour intervals	<i>Math elevations</i> , Level C (Grade 3) Unit 7 7.1 – Time, pp. 126–127
2. Calculate equivalent measurements	<b>Unit 6 – Measurement</b>
a. Determine equivalent units of length Assessment limit: Use 36 inches = 1 yard and whole numbers (0–100)	6.3 – Area and Perimeter of Irregular Polygons, pp. 112–113 6.4 – Metric Measurement, pp. 114–115 6.8 – Appropriate Units, pp. 122–123
b. Determine equivalent units of time	<i>Math elevations</i> , Level C (Grade 3) Unit 7 7.1 – Time, pp. 126–127
c. Determine equivalent units of capacity and weight within the same system	6.4 – Metric Measurement, pp. 114–115 6.5 – Measuring Capacity, pp. 116–117 6.6 – Capacity Conversions, pp. 118–119 6.7 – Weight, pp. 120–121 6.8 – Appropriate Units, pp. 122–123
<b>4.0 Knowledge of Statistics</b>	
Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.	
<b>A. Data Displays</b>	
1. Collect, organize, and display data	<b>Unit 8 – Data Analysis, Statistics, and Probability</b>
a. Collect data by conducting surveys to answer a question	<i>Math Elevations</i> , Level C (Grade 3) Unit 8 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 line plots with no more than 20 pieces of unorganized data and a range of no more than 10 and whole numbers (0 – 100)	<i>Math Elevations</i> , Level C (Grade 3) Unit 8 8.2 – Reading Charts and Tables, pp. 146–147 <i>Math Elevations</i> , Level D (Grade 4) Unit 8 8.1 – Data handling, pp. 144–145 8.5 – Line Graphs, pp. 152–153
<b>B. Data Analysis</b>	
1. Analyze data	<b>Unit 8 – Data Analysis, Statistics, and Probability</b>
a. Interpret line plots Assessment limit: Use no more than 20 pieces of data with a range no more than 10 and whole numbers (0 – 100)	8.1 – Data handling, pp. 144–145 8.5 – Line Graphs, pp. 152–153
b. Interpret line graphs Assessment limit: Use the x-axis representing no more than 6 time intervals, the y-axis consisting of	8.5 – Line Graphs, pp. 152–153

<b>Math Assessment Standards</b>	<b><i>Math Elevations Level D (Grade 4) Teacher's Guide</i> Examples/Lessons</b>
no more than 10 intervals with scales as factors of 100 using whole numbers (0 – 100)	
2. Describe a set of data	<b>Unit 8 – Data Analysis, Statistics, and Probability</b>
a. Determine median, mode, and range Assessment limit: Use no more than 8 pieces of data and whole numbers (0 – 100)	8.1 – Data Handling, pp. 144–145 8.2 – Mode and Mean, pp. 146–147
b. Model the mean of a set of data	8.2 – Mode and Mean, pp. 146–147
<b>5.0 Knowledge of Probability</b> 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>B. Theoretical Probability</b>	
1. Determine the probability of one simple event comprised of equally likely outcomes	<b>Unit 8 – Data Analysis, Statistics, and Probability</b>
a. Express the probability as a fraction Assessment limit: Use a sample space of no more than 6 outcomes	8.8 – Probability, pp. 158–159
<b>6.0 Knowledge of Number Relationships and Computation/Arithmetic</b> Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology.	
<b>A. Knowledge of Number and Place Value</b>	
1. Apply knowledge of whole numbers and place value	<b>Unit 1 – Numbers and Operations</b>
a. Read, write, and represent whole numbers using symbols, words, and models Assessment limit: Use whole numbers (0 – 1,000,000)	1.1 – Large Numbers, pp. 18–19
b. Express whole numbers using expanded form Assessment limit: Use whole numbers (0 – 1,000,000)	1.1 – Large Numbers, pp. 18–19
c. Identify the place value of a digit in a whole number Assessment limit: Use whole numbers (0 – 1,000,000)	1.1 – Large Numbers, pp. 18–19 1.2 – Comparing Numbers, pp. 20–21 1.8 – Problem Solving, pp. 32–33
d. Compare, order, and describe whole numbers Assessment limit: Use no more than 4 whole numbers with or without using the symbols (<, >, =)	1.1 – Large Numbers, pp. 18–19 1.2 – Comparing Numbers, pp. 20–21

<b>Math Assessment Standards</b>	<b>Math Elevations Level D (Grade 4) Teacher's Guide Examples/Lessons</b>
=) and whole numbers (0 – 1,000,000)	
2. Apply knowledge of fractions	<b>Unit 1 – Numbers and Operations</b> <b>Unit 4 – Fractions</b>
a. Read, write, and represent proper fractions of a single region using symbols, words, and models Assessment limit: Use denominators 6, 8, and 10	1.4 – Fractions as Part of a Whole, pp. 24–25 4.5 – Addition of Fractions with Like Denominators. pp. 80–81
b. Read, write, or represent proper fractions of a set which has the same number of items as the denominator using symbols, words, and models Assessment limit: Use denominators of 6, 8, and 10 with sets of 6, 8, and 10, respectively	1.5 – Fractions as Part of a Set, pp. 26–27 4.5 – Addition of Fractions with Like Denominators. pp. 80–81
c. Find equivalent fractions	4.2 – Equivalent Fractions, pp. 74–75
d. Read, write, and represent mixed numbers using symbols, words, and models	4.3 – Converting Between Improper Fractions and Mixed Numbers, pp. 76–77
e. Read, write, and represent decimals using symbols, words and models Assessment limit: Use no more than 2 decimal places and numbers (0–100)	1.6 – Fractions as Decimals, pp. 28–29 1.7 – Comparing and Rounding Decimals, pp. 30–31
f. Express decimals in expanded form Assessment limit: Use no more than 2 decimal places and numbers (0–100)	1.6 – Fractions as Decimals, pp. 28–29 1.7 – Comparing and Rounding Decimals, pp. 30–31
g. Compare and order fractions and mixed numbers with or without using the symbols (<, >, or =) Assessment limit: Use like denominators and no more than 3 numbers (0–20)	4.3 – Converting Between Improper Fractions and Mixed Numbers, pp. 76–77
h. Compare, order, and describe decimals with or without using the symbols (<, >, or =) Assessment limit: Use no more than 3 decimals with no more than 2 decimal places and numbers (0 – 100)	1.6 – Fractions as Decimals, pp. 28–29 1.7 – Comparing and Rounding Decimals, pp. 30–31
3. Apply knowledge of money	<b>Unit 1 – Numbers and Operations</b> <b>Unit 2 – Addition and Subtraction</b>
a. Compare the value of sets of mixed currency Assessment limit: Use 2 sets of mixed currency and money (\$0 – \$100)	1.7 – Comparing and Rounding Decimals, pp. 30–31 2.3 – Making Change, pp. 40–41 2.7 – Column Subtraction (II), pp. 48–49 2.8 – Word Problems (Five-Digit Numbers), pp. 50–51

<b>Math Assessment Standards</b>	<b><i>Math Elevations Level D (Grade 4) Teacher's Guide Examples/Lessons</i></b>
b. Determine the change from \$100	2.3 – Making Change, pp. 40–41 2.7 – Column Subtraction (II), pp. 48–49
<b>B. Number Theory</b>	
1. Apply number relationships to:	<b>Unit 3 – Multiplication and Division</b>
a. Identify and use divisibility rules Assessment limit: Use the rules for 2, 5, or 10 with whole numbers (0 – 1000)	3.5 – Division with Remainders, pp. 62–63 3.6 – Long Division (Two-Digit ÷ One-Digit Numbers), pp. 64–65 3.7 – Long Division (Three-Digit ÷ One-Digit Numbers), pp. 66–67
b. Identify factors Assessment limit: Use whole numbers (0 – 24)	3.2 – Patterns of Calculations, pp. 56–57
c. Identify multiples Assessment limit: Use the first 5 multiples of any single digit whole number	3.2 – Patterns of Calculations, pp. 56–57
<b>C. Number Computation</b>	
1. Analyze number relations and compute	<b>Unit 2 – Addition and Subtraction</b> <b>Unit 3 – Multiplication and Division</b> <b>Unit 4 – Fractions</b> <b>Unit 5 – Algebra and Functions</b>
a. Add whole numbers Assessment limit: Use up to 3 addends with no more than 4 digits in each addend and whole numbers (0 – 10,000)	5.2 – Solving Open Sentences (Addition and Subtraction), pp. 92–93
b. Subtract whole numbers Assessment limit: Use a minuend and subtrahend with no more than 4 digits in each and whole numbers (0 – 9999)	5.2 – Solving Open Sentences (Addition and Subtraction), pp. 92–93
c. Multiply whole numbers Assessment limit: Use a 1-digit factor by up to a 3-digit factor using whole numbers (0 – 1000)	3.1 – Mental Multiplication, pp. 54–55 3.3 – Multiplication by One-Digit Numbers, pp. 58–59 3.4 – Multiplication by Two-Digit Numbers, pp. 60–61
d. Divide whole numbers Assessment limit: Use up to a 3-digit dividend by a 1-digit divisor and whole numbers with no remainders (0 – 999)	3.6 – Long Division (Two-Digit ÷ One-Digit Numbers), pp. 64–65 3.7 – Long Division (Three-Digit ÷ One-Digit Numbers), pp. 66–67

<b>Math Assessment Standards</b>	<b>Math Elevations Level D (Grade 4) Teacher's Guide Examples/Lessons</b>
<p>e. Add and subtract proper fractions and mixed numbers Assessment limit: Use 2 proper fractions with single-digit like denominators, 2 mixed numbers with single-digit like denominators, or a whole number and a proper fraction with a single-digit denominator and numbers (0 – 20)</p>	<p>4.5 – Addition of Fractions with Like Denominators, pp. 80–81 4.6 – Subtraction of Fractions with Like Denominators, pp. 82–83 4.7 – Addition and Subtraction of Mixed Numbers, pp. 84–85 4.8 – Addition and Subtraction of Fractions with Unlike Denominators, pp. 86–87</p>
<p>f. Add 2 decimals Assessment limit: Use the same number of decimal places but no more than 2 decimal places and no more than 4 digits including monetary notation and numbers (0 – 100)</p>	<p>2.8 – Word Problems (Five-Digit Numbers), pp. 50–51</p>
<p>g. Subtract decimals Assessment limit: Use the same number of decimal places but no more than 2 decimal places and no more than 4 digits including monetary notation and numbers (0 – 100)</p>	<p>2.7 – Column Subtraction (II), 48–49 2.8 – Word Problems (Five-Digit Numbers), pp. 50–51</p>
<p>2. Estimation</p>	<p><b>Unit 2 – Addition and Subtraction</b> <b>Unit 3 – Multiplication and Division</b></p>
<p>a. Determine the approximate sum and difference of 2 numbers Assessment limit: Use no more than 2 decimal places in each and numbers (0 – 100)</p>	<p>2.4 – Column Subtraction (I), pp. 42–43 2.5 – Word Problems (Three- and Four-Digit Numbers), pp. 44–45 2.8 – Word Problems (Five-Digit Numbers), pp. 50–51 3.6 – Long Division (Two-Digit ÷ One-Digit Numbers), pp. 64–65</p>
<p>b. Determine the approximate product or quotient of 2 numbers Assessment limit: Use a 1-digit factor with the other factor having no more than 2 digits or a 1-digit divisor and no more than a 2-digit dividend and whole numbers (0 – 1000)</p>	<p>3.5 – Division with Remainders, pp. 62–63 3.6 – Long Division (Two-Digit ÷ One-Digit Numbers), pp. 64–65 3.7 – Long Division (Three-Digit ÷ One-Digit Numbers), pp. 66–67</p>
<p><b>7.0 Processes of Mathematics</b> Students demonstrate the processes of mathematics by making connections and applying reasoning to solve problems and to communicate their findings.</p>	
<p><b>A. Problem Solving</b></p>	
<p>1. Apply a variety of concepts, processes, and skills to solve problems</p>	<p><b>Unit 1 – Numbers and Operations</b> <b>Unit 2 – Addition and Subtraction</b> <b>Unit 3 – Multiplication and Division</b></p>

<b>Math Assessment Standards</b>	<b><i>Math Elevations Level D (Grade 4) Teacher's Guide</i> Examples/Lessons</b>
	<b>Unit 5 – Algebra and Functions</b> <b>Unit 8 – Data Analysis, Statistics, and Probability</b>
a. Identify the question in the problem	3.8 – Word Problems, pp. 68–69
b. Decide if enough information is present to solve the problem	5.7 – Ordered Pairs, pp. 102–103
c. Make a plan to solve a problem	5.8 – Directions, pp. 104–105
d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	5.5 – Linear Functions, pp. 98–99
e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	5.6 – Writing Simple Algebraic Equations, pp. 100–101
f. Identify alternative ways to solve a problem	2.5 – Word Problems (Three- and Four-Digit Numbers), pp. 44–45 5.3 – Solving Open Sentences (Multiplication and Division), pp. 94–95
g. Show that a problem might have multiple solutions or no solution	8.7 – Determining Possible Outcomes, pp. 156–157
h. Extend the solution of a problem to a new problem situation	1.8 – Problem Solving, pp. 32–33
<b>B. Reasoning</b>	
1. Justify ideas or solutions with mathematical concepts or proofs	<b>Unit 5 – Algebra and Functions</b> <b>Unit 8 – Data Analysis, Statistics, and Probability</b>
a. Use inductive or deductive reasoning	5.4 – Functional Relationships, pp. 96–97
b. Make or test generalizations	8.8 – Probability, pp. 158–159
c. Support or refute mathematical statements or solutions	5.1 – Order of Operations, pp. 90–91
d. Use methods of proof, i.e., direct, indirect, paragraph, or contradiction	8.1 – Data Handling, pp. 144–145
<b>C. Communication</b>	
1. Present mathematical ideas using words, symbols, visual displays, or technology	<b>Unit 3 – Multiplication and Division</b> <b>Unit 4 – Fractions</b> <b>Unit 5 – Algebra and Functions</b> <b>Unit 8 – Data Analysis, Statistics, and Probability</b>
a. Use multiple representations to express concepts or solutions	8.4 – Bar Graphs, pp. 150–151
b. Express mathematical ideas orally	3.2 – Patterns of Calculations, pp. 56–57
c. Explain mathematically ideas in written form	5.6 – Writing Simple Algebraic Equations, pp. 100–101

<b>Math Assessment Standards</b>	<b><i>Math Elevations Level D (Grade 4) Teacher's Guide</i> Examples/Lessons</b>
d. Express solutions using concrete materials	5.3 – Solving Open Sentences (Multiplication and Division), pp. 94–95 5.7 – Ordering Pairs, pp. 102–103
e. Express solutions using pictorial, tabular, graphical, or algebraic methods	5.8 – Directions, pp. 104–105
f. Explain solutions in written form	3.8 – Word Problems, pp. 68–69
g. Ask questions about mathematical ideas or problems	4.2 – Equivalent Fractions, pp. 74–75
h. Give or use feedback to revise mathematical thinking	4.8 – Addition and Subtraction of Fractions with Unlike Denominators, pp. 86–87
<b>D. Connections</b>	
1. Relate or apply mathematics within the discipline, to other disciplines, and to life	<b>Unit 2 – Addition and Subtraction</b> <b>Unit 5 – Algebra and Functions</b>
a. Identify mathematical concepts in relationship to other mathematical concepts	5.1 – Order of Operations, 90–91
b. Identify mathematical concepts in relationship to other disciplines	5.4 – Functional Relationships, pp. 96–97
c. Identify mathematical concepts in relationship to life	2.3 – Making Change, pp. 40–41
d. Use the relationship among mathematical concepts to learn other mathematical concepts	2.7 – Column Subtraction (II), pp. 48–49 2.8 – Word Problems (Five-Digit Numbers), pp. 50–51