

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

Grade 7

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	<i>Math Elevations Level G (Grade 7) Teacher's Guide</i> 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 linear patterns and functions	Unit 1 – Decimals, Exponents, and Square Roots Unit 4 – Algebra
a. Complete a function table with a given two-operation rule Assessment limit: Use the operations (+, -, x), numbers no more than 20 in the rule and whole numbers (0–500)	4.4 – Graphing Functions, pp. 109–111
b. Identify and extend a geometric sequence	1.2 – Exponents, pp. 22 – 24
c. Describe how a change in one variable in a linear function affects the other variable in a table of values	4.4 – Graphing Functions, pp. 109–111
B. Expressions, Equations, and Inequalities	
1. Write and identify expressions	Unit 4 – Algebra
a. Write an algebraic expression to represent unknown quantities Assessment limit: Use one unknown and one or two operations (+, -, x, ÷ with no remainders) with whole numbers, fractions with denominators as factors of 100, or decimals with no more than three decimal places (0–500)	4.3 – Writing and Evaluating Expressions, pp. 106–108

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b. Evaluate an algebraic expression Assessment limit: Use one unknown and no more than two operations (+, −, ×, ÷ with no remainders) with whole numbers (0 – 200), fractions with denominators as factors of 100 (0 – 100), or decimals with no more than three decimal places (0 – 100)	4.3 – Writing and Evaluating Expressions, pp. 106–108
c. Evaluate numeric expressions using the order of operations Assessment limit: Use no more than 4 operations (+, −, ×, ÷ with no remainders) with or without up to 2 sets of parentheses, brackets, or a division bar, with whole numbers (0 – 200), fractions with denominators as factors of 100 (0 – 100), or decimals with no more than three decimal places (0 – 100)	4.2 – Evaluating Algebraic Expressions, pp. 103–105
d. Simplify algebraic expressions represented as physical models by combining like terms	4.5 – Simplifying Expressions, pp. 112–114
2. Identify, write, solve, and apply equations and inequalities	Unit 4 – Algebra
a. Write equations and inequalities to represent relationships Assessment limit: Use a variable, the appropriate relational symbols (>, ≥, <, ≤, =), and one or two operational symbols (+, −, ×, ÷) on either side and use whole numbers, fractions with denominators as factors of 100, or decimals with no more than three decimal places (0 – 500)	4.6 – Solving One-Step Equations Using Addition and Subtraction, pp. 115–117 4.7– Solving One-Step Equations Using Multiplication and Division, pp. 118–120 4.8 – Solving and Graphing Inequalities, pp. 121–124
b. Determine the unknown in a linear equation Assessment limit: Use one or two operations (+, −, ×) and the unknown only once with whole numbers (0 – 500), fractions with denominators as factors of 100 (0 – 50), or decimals with no more than three decimal places (0 – 100)	4.6 – Solving One-Step Equations Using Addition and Subtraction, pp. 115–117 4.7– Solving One-Step Equations Using Multiplication and Division, pp. 118–120
c. Solve for the unknown in an inequality	4.8 – Solving and Graphing Inequalities, pp. 121–124

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Assessment limit: Use an inequality with one variable with a positive whole number coefficient and one operation (+, -, ×, ÷ with no remainders) using whole numbers or decimals with no more than 2 decimal places (0 – 500)	
d. Identify or graph solutions of inequalities on a number line Assessment limit: Use whole numbers (0 – 50)	4.8 – Solving and Graphing Inequalities, pp. 121–124
e. Apply given formulas to a problem solving situation Assessment limit: Use formulas having no more than three variables and up to two operations, with whole numbers, fractions with denominators as factors of 100, or decimals with no more than three decimal places (0 – 100)	4.6 – Solving One-Step Equations Using Addition and Subtraction, pp. 115–117 4.7– Solving One-Step Equations Using Multiplication and Division, pp. 118–120
C. Numeric and Graphic Representations of Relationships	
1. Locate points on a number line and in a coordinate plane	Unit 3 – Integers Unit 4 – Algebra
a. Represent rational numbers on a number line Assessment limit: Use integers (–100 to 100)	3.1 – Introduction to Integers, pp. 74–76
b. Graph ordered pairs in a coordinate plane. Assessment limit: Use no more than 4 ordered pairs of integers (–20 to 20)	4.4 – Graphing Functions, pp. 109–111
c. Graph linear equations with one operation in a coordinate plane	4.4 – Graphing Functions, pp. 109–111
2. Analyze linear relationships	Unit 4 – Algebra
a. Identify and describe the change represented in a table of values Assessment limit: Identify increase, decrease, or no change	4.4 – Graphing Functions, pp. 109–111
b. Describe the rate of change of a linear relationship by a table of values and a graph	4.3 – Writing and Evaluating Expressions, pp. 106–108 <i>Slope, as a rate of change, is introduced and explored in Level H, Unit 5, Lesson 8 (Slope)</i>
Standard 2.0 Knowledge of Geometry	

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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 and describe angles formed by intersecting lines, line segments, and rays Assessment limit: Use vertical, adjacent, complementary, or supplementary angles (Include the angle symbol m)	6.1 – Angles, pp. 156–159
b. Identify angles formed when two parallel lines are cut by a transversal	<i>Parallel line relationships are introduced and explored in Level H, Unit 6, Lessons 1 and 2 (Angles in Parallel lines Cut by a Transversal)</i>
c. Identify the parts of right triangles	6.2 – Triangles, pp. 160–162
2. Analyze geometric relationships	Unit 6 – Geometry Unit 7 – Measurement
a. Determine a missing angle measurement using the sum of the interior angles of polygons. Assessment limit: Use angle measures in a quadrilateral	6.3 – Polygons, pp. 163–165 6.4 – Congruent Polygons, pp. 166–168
b. Determine the measure of angles formed by intersecting lines, line segments, and rays. Assessment limit: Use vertical, adjacent, complementary, or supplementary angles	6.1 – Angles, pp. 156–159
c. Describe the relationship between the legs and hypotenuse of right triangles	7.1 – Pythagorean Theorem, pp. 184–186
C. Representation of Geometric Figures	
1. Represent plane geometric figures	Unit 6 – Geometry
a. Construct geometric figures using a variety of construction tools Assessment limit: Construct a circle using a given line segment as the radius in whole number inches or centimeters	6.2 – Triangles, pp. 160–162 6.3 – Polygons, pp. 163–165 6.4 – Congruent Polygons, pp. 166–168
b. Construct geometric figures using a variety of construction tools.	6.2 – Triangles, pp. 160–162

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Assessment limit: Construct a line segment congruent to a given line segment	6.3 – Polygons, pp. 163–165 6.4 – Congruent Polygons, pp. 166–168
c. Construct geometric figures using a variety of construction tools Assessment limit: Construct a perpendicular bisector to a given line segment or a bisector of a given angle	6.2 – Triangles, pp. 160–162 6.3 – Polygons, pp. 163–165 6.4 – Congruent Polygons, pp. 166–168
D. Congruence and Similarity	
1. Apply the properties of congruent polygons	Unit 6 – Geometry
a. Determine the congruent parts of polygons Assessment limit: Use the length of corresponding sides or the measure of corresponding angles and whole numbers (0 – 1000)	6.4 – Congruent Polygons, pp. 166–168
b. Identify and describe similar polygons and their corresponding parts	6.5 – Similar Polygons, pp. 169–171
E. Transformations	
1. Analyze a transformation on a coordinate plane	Unit 6 – Geometry
a. Identify, describe, and plot the results of one transformation on a coordinate plane Assessment limit: Identify or plot the result of one translation (horizontal or vertical), reflection (horizontal or vertical), or rotation about a given point (90° or 180°)	6.6 – Translations in the Coordinate Plane, pp. 172–174 6.7 – Reflections and Rotations in the Coordinate Plane, pp. 175–178
b. Identify and describe transformations that result in rotational and reflectional symmetry	6.6 – Translations in the Coordinate Plane, pp. 172–174 6.7 – Reflections and Rotations in the Coordinate Plane, pp. 175–178
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.	
C. Applications in Measurement	
1. Estimate and apply measurement formulas	Unit 7 – Measurement
a. Estimate and determine the area of quadrilaterals Assessment limit: Use parallelograms or trapezoids and whole number dimensions (0 – 1000)	7.2 – Area of Parallelograms and Triangles, pp. 187–190 7.3 – Irregular Figures, pp. 191–193

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b. Determine the surface area of geometric solids Assessment limit: Use rectangular prisms with whole number dimensions (0 – 1000)	7.6 – Surface Area of a Prism, pp. 200–202
c. Estimate pi using physical models	7.4 – Circumference of a Circle, pp. 194–196 7.5 – Area of a Circle, pp. 197–199
d. Estimate and determine the volume of a triangular prism	7.6 – Surface Area of a Prism, pp. 200–202 <i>See Challenge problem in TE.</i>
2. Analyze measurement relationships	Unit 5 – Ratios, Proportions, and Percents Unit 7 – Measurement
a. Determine a missing dimension for a figure using a scale. Assessment limit: Use a polygon with no more than 8 sides using whole numbers (0 – 1000)	7.2 – Area of Parallelograms and Triangles, pp. 187–190 <i>See Wrap-up activity in TE</i>
b. Determine the distance between 2 points using a drawing and a scale Assessment limit: Use a scale of 1 cm=?, ¼ inch=?, or ½ inch=?, and whole numbers (0 – 1000)	5.4 – Scale Drawings and Models, pp. 138–140
4.0 Knowledge of Statistics Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.	
A. Data Displays	
1. Organize and display data	Unit 8 – Probability, Statistics, and Data Analysis
a. Organize and display data using back-to-back stem-and-leaf plots Assessment limit: Use no more than 20 data points using whole numbers (0–99)	8.1 – Possible Outcomes, pp. 212–214
b. Organize and display data to make circle graphs	8.8 – Circle Graphs, pp. 237–239
B. Data Analysis	
1. Analyze data	Unit 8 – Probability, Statistics, and Data Analysis
a. Recognize and analyze faulty interpretation or representation of data Assessment limit: Use the choice of graphical display or the scale as leading to faulty interpretation or representation of data	8.6 – Mean, Median, and Mode, pp. 229–232 8.7 – Bar Graphs and Line Graphs, pp. 233–236 8.8 – Circle Graphs, pp. 237–239

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b. Determine the best choice of a data display Assessment limit: Use a given data set	8.8 – Circle Graphs, pp. 237–239
c. Analyze misleading data representation	8.7 – Bar Graphs and Line Graphs, pp. 233–236 <i>See the Abstract activity in the TE.</i>
2. Describe a set of data	Unit 8 – Probability, Statistics, and Data Analysis
a. Analyze measures of central tendency to determine or apply mean, median, mode Assessment limit: Use no more than 15 pieces of data for the mean or median; or 15 to 30 pieces of data for the mode, using whole numbers or decimals with no more than 2 decimal places (0 – 100)	8.6 – Mean, Median, and Mode, pp. 229–232
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 a sample space	Unit 8 – Probability, Statistics, and Data Analysis
a. Determine the number of outcomes Assessment limit: Use no more than 3 independent events with a sample space of no more than 6 outcomes in each event.	8.1 – Possible Outcomes, pp. 212–214 8.4 – Disjoint, Overlapping, and Complementary Events, pp. 221–224 8.5 – Dependent and Independent Events, pp. 225–228
B. Theoretical Probability	
1. Determine the probability of an event comprised of no more than 2 independent events	Unit 8 – Probability, Statistics, and Data Analysis
a. Express the probability of an event as a fraction, a decimal, or a percent Assessment limit: Use a sample space of no more than 35 outcomes and decimals with no more than 2 decimal places	8.1 – Possible Outcomes, pp. 212–214 8.4 – Disjoint, Overlapping, and Complementary Events, pp. 221–224 8.5 – Dependent and Independent Events, pp. 225–228
C. Experimental Probability	
1. Analyze the results of a survey or simulation	Unit 8 – Probability, Statistics, and Data Analysis
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	8.1 – Possible Outcomes, pp. 212–214

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Assessment limit: Use results of 25 or 50	
2. Conduct a probability experiment	8.1 – Possible Outcomes, pp. 212–214 8.4 – Disjoint, Overlapping, and Complementary Events, pp. 221–224
3. Compare outcomes of theoretical probability with the results of experimental probability	<i>Comparing outcomes of theoretical and experimental probability is introduced in Level H, Unit 8, Section 2 (Making Predictions)</i>
4. Describe the difference between theoretical and experimental probability	<i>Definitions and application of theoretical and experimental probability is introduced in Level H, Unit 8, Section 2 (Making Predictions)</i>
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 rational numbers and place value	Unit 1 – Decimals, Exponents, and Square Roots Unit 2 – Fractions and Decimals
a. Read, write, and represent whole numbers Assessment limit: Use exponential notation with bases no more than 12 and exponents no more than 3 in standard form (0 – 1000)	1.1 – Decimal Place Value, pp. 18–21 1.2 – Exponents, pp. 22–24
b. Express decimals using expanded form Assessment limit: Use decimals with no more than 4 decimal places (0 – 100)	1.4 – Scientific Notation, pp. 28–30
c. Determine equivalent forms of rational numbers expressed as fractions, decimal, percents, and ratios Assessment limit: Use positive rational numbers (0 – 100)	2.8 – Fractions and Decimals, pp. 68–71
d. Compare, order, and describe rational numbers with or without relational symbols (<, >, =) Assessment limit: Use no more than 4 fractions with denominators that are factors of 300 that are less than 101 (0–100), decimals with no more than 4 decimal places (0–100), percents (0–100) or integers (–100 to 100)	1.1 – Decimal Place Value, pp. 18–21 1.2 – Exponents, pp. 22–24

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e. Express whole numbers and decimals in scientific notation	1.4 – Scientific Notation, pp. 28–30
C. Number Computation	
1. Analyze number relations and compute	Unit 1 – Decimals, Exponents, and Square Roots Unit 2 – Fractions and Decimals Unit 3 – Integers Unit 4 – Algebra Unit 5 – Ratios, Proportions, and Percents
a. Add, subtract, multiply, and divide integers Assessment limit: Use one operation (-100 to 100)	3.2 – Adding Integers, pp. 77–79 3.3 – Subtracting Integers, pp. 80–82 3.4 – Absolute Value, pp. 83–85 3.5 – Multiplying Integers, pp. 86–88 3.6 – Dividing Integers, pp. 89–91
b. Add, subtract, and multiply positive fractions and mixed numbers Assessment limit: Use no more than 2 operations and positive fractions or mixed numbers with denominators as factors of 300 less than 101 (0 – 2000)	2.1 – Adding and Subtracting Fractions, pp. 46–48 2.2 – Adding and Subtracting Mixed Numbers, pp. 49–51 2.3 – Multiplying Fractions and Mixed Numbers, pp. 52–54
c. Divide fractions and mixed numbers	2.4 – Dividing Fractions and Mixed Numbers, pp. 55–57
d. Calculate powers of integers and square roots of perfect square whole numbers Assessment limit: Use exponents of no more than 3 for integers (-10 to 20) or square roots of perfect square whole numbers (0–100)	1.1 – Decimal Place Value, pp. 18–21 1.2 – Exponents, pp. 22–24 1.3 – Square Roots, pp. 25–27 3.4 – Absolute Value, pp. 83–85 4.1 – Order of Operations, pp. 100–102
e. Use the laws of exponents to simplify expressions Assessment limit: Use the rules of exponents (power times power or power divided by power) with the same whole number base (0 – 100) and exponents (0 – 10)	1.2 – Exponents, pp. 22–24
f. Identify and use the properties of addition and multiplication to simplify expressions Assessment limit: Use the commutative property of	3.7 – Commutative and Associative Properties, pp. 92–94 3.8 – Distributive Property, pp. 95–97

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addition or multiplication, associative property of addition or multiplication, or the identity property for one or zero with whole numbers (0 – 100)	
g. Determine percent of a number	5.6 – Percent of a Number, pp. 144–146
2. Estimation	Unit 2 – Fractions and Decimals
a. Determine approximate sums, differences, products, and quotients Assessment limit: Use no more than 3 positive rational numbers (0 – 1000)	2.5 – Adding and Subtracting Decimals, pp. 58–60 2.6 – Multiplying by Decimals, pp. 61–63 2.7 – Dividing Decimals, pp. 64–67 2.8 – Fractions and Decimals, pp. 68–71
3.0 Analyze ratios, proportions, and percents	Unit 5 – Ratios, Proportions, and Percents
a. Determine equivalent ratios Assessment limit: Use denominators as factors of 300 but less than 101 and whole numbers (0–100)	5.1 – Ratios, pp. 128–131
b. Determine and use rates, unit rates, and percents as ratios in the context of a problem Assessment limit: Use whole numbers (0–1000)	5.2 – Rates, pp. 132–134 5.3 – Writing and Solving Proportions, pp. 135–137 5.5 – Fractions, Decimals, and Percents, pp. 141–143
c. Determine rate of increase and decrease, discounts, simple interest, commission, sales tax	5.7 – Percent Problems, pp. 147–150
d. Determine percent of a number	5.6 – Percent of a Number, pp. 144–146
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 3 – Integers Unit 4 – Algebra
a. Identify the question in the problem	<i>Students are presented with word problems and situations throughout this program that ask them to identify the question in a problem. One such example is:</i> 4.3 – Writing and Evaluating Expressions, pp. 106–108 (See Wrap-Up activity)
b. Decide if enough information is present to solve	5.7 – Percent Problems, pp. 147–150

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the problem	
c. Make a plan to solve a problem	3.7 – Commutative and Associative Properties, pp. 92–94 (See Warm-Up Activity and the Main Discovery Activity)
d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	3.8 – Distributive Property, pp. 95–97 (See Challenge Activity in TE and Student Book)
e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	4.4 – Graphing Functions, pp. 109–111
f. Identify alternative ways to solve a problem	4.7– Solving One-Step Equations Using Multiplication and Division, pp. 118–120
g. Show that a problem might have multiple solutions or no solution	3.4 – Absolute Value, pp. 83–85 4.8 – Solving and Graphing Inequalities, pp. 121–124
h. Extend the solution of a problem to a new problem situation	4.6 – Solving One-Step Equations Using Addition and Subtraction, pp. 115–117 (see Challenge)
B. Reasoning	
1. Justify ideas or solutions with mathematical concepts or proofs	Unit 3 – Integers Unit 4 – Algebra Unit 6 – Geometry
a. Use inductive or deductive reasoning	3.5 – Multiplying Integers, pp. 86–88 (See Concrete Activity in TE) 4.7– Solving One-Step Equations Using Multiplication and Division, pp. 118–120 (see Challenge)
b. Make or test generalizations	3.7 – Commutative and Associative Properties, pp. 92–94 (See Challenge Activity in TE and in Student Book)
c. Support or refute mathematical statements or solutions	3.2 – Adding Integers, pp. 77–79 3.3 – Subtracting Integers, pp. 80–82 (see Representational Lesson in TE)
d. Use methods of proof, i.e., direct, indirect, paragraph, or contradiction	<i>An introduction to using proofs is found in discussions of congruent triangles and polygons.</i> 6.2 – Triangles, pp. 160–162 (see Challenge) 6.4 – Congruent Polygons, pp. 166–168 (see Main Discovery)

Math Assessment Standards	<i>Math Elevations Level G (Grade 7) Teacher's Guide Examples/Lessons</i>
	Activity)
C. Communication	
1. Present mathematical ideas using words, symbols, visual displays, or technology	Unit 3 – Integers Unit 4 – Algebra Unit 5 – Ratios, Proportions, and Percents Unit 6 – Geometry
a. Use multiple representations to express concepts or solutions	4.8 – Solving and Graphing Inequalities, pp. 121–124 (See Representational 2 in TE)
b. Express mathematical ideas orally	<i>The Main Discovery Activity for each lesson encourages a format of working together and sharing discoveries and ideas. Prompts are provided in order to maximize discussions by the group, team, or even an individual student Example:</i> 3.1 – Introductions to Integers, pp. 74–76 (See Concrete 1)
c. Explain mathematically ideas in written form	<i>All Wrap Up Activities (Representation – C–R–A) ask students to visually represent concepts on paper to transform the skill from the concrete to the abstract and to explain their mathematical reasoning. The TE provides a list of Vocabulary Words for each lesson. Example:</i> 4.6 – Solving One-Step Equations Using Addition and Subtraction, pp. 115–117 (see Challenge in TE)
d. Express solutions using concrete materials	<i>In the Concrete stage (C–R–A) of every lesson, students model the math concepts in order to derive solutions by using manipulatives. The TE provides a list of materials needed for each lesson. Example:</i> 4.8 – Solving and Graphing Inequalities, pp. 121–124 (see Concrete 1)
e. Express solutions using pictorial, tabular, graphical, or algebraic methods	<i>The student book addresses all learning styles by allowing students to use tables, pictures, graphs or algebraic methods in order to arrive at and express their solutions. Example:</i> 5.6 – Percent of a Number, pp. 144–146 (See Representational section)
f. Explain solutions in written form	<i>Wrap Up Activities (Representation – C–R–A) ask students to not only visually represent but also to explain the concepts on paper. This allows students to transform the skill from the concrete to the abstract and to explain their mathematical reasoning. The TE provides a list of Vocabulary Words for each lesson. Example:</i>

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	5.1 – Ratios, pp. 128–131 (see Wrap Up and Challenge)
g. Ask questions about mathematical ideas or problems	<i>The Main Discovery Activity for each lesson encourages a format of working together and orally sharing discoveries and ideas. Prompts are provided in order to maximize discussions by the group.</i> 4.2 – Evaluating Algebraic Expressions, pp. 103–105 (See Warm-Up)
h. Give or use feedback to revise mathematical thinking	<i>In the Abstract stage, (C–R–A), students bridge the understanding of the skill to symbolic form and are given the opportunity to revise mathematical thinking. Daily Assessments are provided/available for feedback.</i>
D. Connections	
1. Relate or apply mathematics within the discipline, to other disciplines, and to life	Unit 1 – Decimals, Exponents, and Square Roots Unit 4 – Algebra Unit 5 – Ratios, Proportions, and Percents Unit 6 – Geometry
a. Identify mathematical concepts in relationship to other mathematical concepts	5.5 – Fractions, Decimals, and Percents, pp. 141–143
b. Identify mathematical concepts in relationship to other disciplines	1.4 – Scientific Notation, pp. 28–30
c. Identify mathematical concepts in relationship to life	4.7– Solving One-Step Equations Using Multiplication and Division, pp. 118–120 (see Warm Up)
d. Use the relationship among mathematical concepts to learn other mathematical concepts	6.5 – Similar Polygons, pp. 169–171