

# MATH *Connections* Correlation to the Nevada Mathematics Standards

Correlation Key:

“X” Coverage = Secondary concept of the activity or problem. Students gain a basic understanding or introduction of the concept.

"O" In-depth coverage = Primary concept that is the focus of the activity or problem. Students gain thorough understanding of the concept.

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A				MC2B				MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8		
<b>Numbers, Number Sense, and Computation Content Standard 1.0:</b> To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate, use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.																								
1.12.1 I/S Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms. S 23.12.3; C 4.12.1	O					O																		
1.12.2 W/L Apply the laws of exponents to perform operations on expressions with integral exponents and expressions in scientific notation. S 1.12.2		O														O								
1.12.3 I/S Apply the properties and theories of the real number system to everyday situations. S 1.12.2; H 3.12.4		O																			O	O		
1.12.5 W/L Perform simple operations on matrices.															O									

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

**Patterns, Functions, and Algebra Content Standard 2.0:** To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

2.12.2 E/L Represent and solve problems using discrete structures including graphs and matrices, with and without technology. Ec 3.12.2; H 4.12.1; H 5.12.1							o							o				o	o			
2.12.3 E/S Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I=PRT$ or $R=I/(PT)$ ), solving for the needed variable as necessary in given situations. H 3.12.4; H 4.12.1; S 1.12.2; S 1.12.4; S 20.12.1; S 23.12.2						o	o			o	o		o	o	o	o				o		
2.12.4 I/S Add, subtract, multiply, and factor (1 <sup>st</sup> and 2 <sup>nd</sup> degree) polynomials, describing each step in the process and the connection between the algebraic process and the arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems. H 3.12.4; H 4.12.1; S 23.12.2		o							o	o	o		o		o	o	o					
2.12.5 E/S Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic and graphical representations of functions, with and without technology. Ec 3.12.2; Ec3.12.3; Ec 3.12.4; Ec 6.12.6	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

G 1.12.3; H 3.12.4; H 4.12.1; S 1.12.2																							
2.12.6 W/L Determine the domain and range of linear relations given a graph or a set of ordered pairs; explain their importance in problem solving situations. H 5.12.1																							
2.12.7 W/L Solve systems of two linear equations, both algebraically and graphically; use graphing calculators as a primary tool in solving these problems and to verify solutions found by other methods.		x																					
<b>Measurement Content Standard 3.0:</b> To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.																							
3.12.1 I/L Convert between customary and metric systems; convert among monetary systems.			x																				
3.12.2 I/S Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass. S 2.12.1																							
3.12.3 I/S Distinguish and differentiate among the structures, language and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision,																							

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations. S 23.12.8																						
3.12.4 I/L Use and interpret consumer data (e.g., amortization tables, tax tables, and compound interest charts) to make informed financial decisions related to practical applications, such as budget. E 4.12.3; Ec 2.12.4; Ec 2.12.5; Ec 2.12.8; Ec 2.12.12		o			o	o										o						
3.12.5 I/S Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems. S 2.12.1; S 23.12.4									o	o	o	o	o			o		o			o	
<b>Spatial Relationships and Geometry Content Standard 4.0:</b> To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.																						
4.12.1 I/S Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords, secants and tangents) to solve practical problems. H 3.12.4									o			o										
4.12.5 I/S Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines and find			o	o	o	o				x			o	o					o			

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

possible solutions to sets of equations; use algebraic techniques to solve problems determined by geometric relationships. H 5.12.1																						
4.12.6 W/S Use complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons to solve practical problems. H 3.12.4																						
4.12.7 I/S Apply the Pythagorean Theorem, its converse, properties of special right triangles, and right triangle trigonometry to solve practical problems. H 3.12.4																						
4.12.8 W/L Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.																						
4.12.9 E/S Construct, justify and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles. E 10.12.4																						
<b>Data Analysis Content Standard 5.0:</b> To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.																						

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

<p>5.12.1 I/L Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information. G 3.12.4; G 4.12.1; G 7.12.3; H 2.12.2; H 2.12.3; S 22.12.2</p>	○	○	○	○	○	○		○				x		○	○			○			
<p>5.12.2 I/L Design, conduct, analyze, and communicate the results of multi-stage probability experiments. H 5.12.1</p>								○													
<p>5.12.3 W/L Distinguish between and apply permutations and combinations using a variety of methods, including The Fundamental Counting Principle. H 5.12.1</p>							x											○			
<p>5.12.4 E/S Select and use the measures of central tendency, such as mean, median, mode and variability including range, distribution and possible outliers that are appropriate for given situations. G 7.12.4; S 20.12.4</p>	○											x						○			
<p>5.12.5 E/S Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability</p>	○																	○			

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting and inappropriate uses of controls or sample groups. S 19.12.1; S 21.12.2; S 21.12.3; S 23.12.6																						
5.12.6 I/L Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings). S 22.12.2	o							o														
<b>Problem Solving Process Standard 6.0:</b> Students will develop their ability to solve problems by engaging in developmentally appropriate problem-solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.																						
6.1 E/S Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts. S 1.2.3; S 1.5.1; S 1.8.1; S 1.8.4; S 1.12.2; S 1.12.4; S 2.12.1; S 3.2.3; S 10.5.2; S 14.8.6; S 19.12.2; S 21.3.1	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
6.2 E/S Apply previous experience and knowledge to new problem-solving situations.	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
6.3 E Formulate (own) problems; use various approaches to investigate and solve problems.	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

6.5 E/S Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation. S 21.5.3; S 21.12.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 E/L Try more than one strategy when the first strategy proves to be unproductive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7 E/S Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists. S 19.12.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9 E/L Generalize solutions and strategies from earlier problems to new problem situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.10 E/S Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.11 E/L Apply combinations of proven strategies and previous knowledge to solve non-routine problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.13 E/L Use technology, including calculators, to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

solve problems and verify solutions. S 24.5.5; S 24.8.5																						
6.14 E/L Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions. G 7.12.3; S 1.5.1; S 1.12.2; S 1.12.4; S 14.8.6; S 24.5.5; S 24.8.5	o	o	o	o	o	o		o			o	o				o	o					
<b>Mathematical Communication Process Standard 7.0:</b> Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.																						
7.1 E/L Discuss and exchange ideas about mathematics as a part of learning. E 10.2.3; E 10.3.3; E 10.5.3; E 10.3.1; E 10.5.1; E 10.12.1; S 23.5.2	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
7.2 E/L Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems. E 4.2.3; E 10.2.2; E 10.3.2; E 10.5.2; E 10.8.2; E 11.2.1; E 11.3.1; E 11.5.1; E 11.8.1; E 11.12.1; E 11.2.2; S 1.5.1; S 1.8.1; S 1.8.4; S 1.12.4; S 10.5.2; S 14.8.6; S 21.3.1	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
7.3 I/L Read expository text to learn about mathematics. E 1.8.3; E 1.12.3; E 2.12.3; E 4.8.1; E 4.8.2; E 4.8.3	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
7.6 E/S	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

Interpret and solve word problems without the necessity of key words or phrases.																						
7.9 E/S Model and explain mathematical relationships using oral, written, graphical, and algebraic methods. E 5.8.1; E 5.8.2; E 6.8.2; E 11.8.5; E 11.12.5; S 1.12.2; S 1.12.4; S 14.8.6; S 20.12.1; S 22.8.2; S 22.12.2	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
7.10 I/L Evaluate the effectiveness of written and oral presentations of mathematics. S 21.5.3; S 23.5.2	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
7.11 E/L Make conjectures and present arguments in discussions of mathematical ideas. E 8.12.2; S 21.12.3	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
7.14 I Explain and evaluate thinking about mathematical ideas and solutions based on the role of definitions, properties, common rules, and symbols in solving problems.	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	P
7.15 E/L Use everyday language to explain thinking about strategies and solutions to mathematical problems. S 21.5.3; S 23.5.2	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
7.16 E/S Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

7.17 E/L Use mathematical notation to communicate and explain mathematical situations. S 21.2.1	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
<b>Mathematical Reasoning Process Standard 8.0:</b> Student will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.																						
8.3 I/L Construct, justify, and defend mathematical conclusions using logical arguments, in situations related to mathematics, science, and technology. E 10.12.4; G 7.12.4; S 1.8.1; S 1.8.4; S 1.12.4; S 14.8.6	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
8.4 E/S Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems. Ec 3.8.2; Ec 3.8.3; Ec 9.8.4; Ec 3.12.1; Ec 3.12.2; Ec 3.12.3; Ec 3.12.4; Ec 6.12.6; G 7.12.4; S 17.3.2	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
8.5 E/L Follow a logical argument and judge its validity. E 4.8.4; E 4.12.4													○								○	○
8.7 E/S Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.														○							○	○

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

8.8 E/L Ask questions to reflect on, clarify, and extend thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.9 I/L Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.												<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.10 I/L Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles. E 10.12.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.11 E/S Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Mathematical Connections Process Standard 9.0:</b> Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between context strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.																							
9.1 E/L Link new concepts to prior knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.2 E/S Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3 E/S Use models to explain the relationship of concepts to procedures. S 1.5.1; S 1.8.1; S 1.12.2; S 1.8.4; S 1.12.4; S			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

MATH <i>Connections</i> Book	MC 1A				MC 1B				MC 2A			MC2B			MC3A				MC3B			
MATH <i>Connections</i> Book Chapter	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	7	8

10.5.2; S 14.8.6; S 20.5.1																						
9.4 I/L Use the connections among mathematical topics to develop multiple approaches to problems. S 20.8.1		o	o	o	o	o		o	o	o	o	o	o		o	o	o	o	o	o	o	o
9.6 I/L Use and analyze the connections between Mathematics and other disciplines. Ec 2.8.2; Ec 2.12.4; Ec 2.12.8; H 2.8.3; H 2.12.3; S 2.12.1; S 14.12.5	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
9.7 E/L Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science). S 1.5.1; S 1.8.1; S 1.12.2; S 1.8.4; S 1.12.4; S 10.5.2; S 14.8.6; S 19.12.2			o	o	o				o				o			o	o			o		
9.8 I/S Identify, explain, and use mathematics in everyday life. Ec 2.3.2; Ec 2.12.12; Ec 5.2.1; Ec 5.3.1; S 24.12.2	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o