



# Math Connects

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STANDARDS	PAGE REFERENCES
<p><b>STANDARD 4.1 (NUMBER AND NUMERICAL OPERATIONS) ALL STUDENTS WILL DEVELOP NUMBER SENSE AND WILL PERFORM STANDARD NUMERICAL OPERATIONS AND ESTIMATIONS ON ALL TYPES OF NUMBERS IN A VARIETY OF WAYS.</b></p>	
<p>By the end of Grade 2, students will:</p>	
<p><b>Number Sense</b></p>	
<p><b>KINDERGARTEN</b></p>	
<ul style="list-style-type: none"> <li>Use real-life experiences, physical materials, and technology to construct meanings for numbers.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 33-34, 61-62, 91-92, 121-122, 169-170  <i>Problem Solving Projects</i> P11-P14  <i>Start Smart</i> 1-4</p> <p><b>Teacher Edition:</b>            CCL 39G, 39H, 97G, 279G; CP 41, 99; RW: 39, 97            The following references located throughout the textbook can also be used to meet this objective.            DI: Ind. Work Options, Math Online;            LP: Teacher Tech</p>
<ul style="list-style-type: none"> <li>Compare sets (more, less) up to <b>10</b> objects</li> </ul>	<p><b>Student Edition:</b>            29-30, 31-32, 57-58, 115-116</p> <p><b>Teacher Edition:</b>            CT 31, 57; FMC 29A, 31A, 57A, 115A; LU 115A</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify <b>equivalent and non-equivalent sets</b></li> </ul>	<p><b>Student Edition:</b> 27-28, 31-32, 115-116 <i>Spiral Review</i> 172 #2</p> <p><b>Teacher Edition:</b> CT 31; FMC 27A, 31A, 115A; 5MC 31A</p>
<ul style="list-style-type: none"> <li>Quickly see and label sets of objects up to 10</li> </ul>	<p><b>Student Edition:</b> 101-102, 103-104, 105-106, 109-110, 115-116 <i>Problem Solving</i> 61-62</p> <p><b>Teacher Edition:</b> ATS 115; CP 99, 281; CT 101, 103; FMC 101A, 105A, 109A</p>
<ul style="list-style-type: none"> <li>Understand that numbers have a variety of uses</li> </ul>	<p><b>Student Edition:</b> 45-46 <i>Game Time</i> 52 <i>Problem Solving</i> 33-34, 61-62</p> <p><b>Teacher Edition:</b> CCL 13G, 13H, 39G, 39H, 67G, 67H; CT 45, 49</p>
<ul style="list-style-type: none"> <li>Count money using coins</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.</p> <p><b>Student Edition:</b> 357-358, 371-372</p>
<ul style="list-style-type: none"> <li>Discuss Zero</li> </ul>	<p><b>Student Edition:</b> 55-56</p> <p><b>Teacher Edition:</b> FMC 55A; WRS 39F; 5MC 57A</p>
<ul style="list-style-type: none"> <li>Interpret oral number sentences and represent them with concrete objects up to 10</li> </ul>	<p><b>Student Edition:</b> 283-284, 285-286, 317-320, 321-322 <i>Problem Solving Strategy</i> 305-306</p> <p><b>Teacher Edition:</b> CCL 279G(T), 279H(M); CP 281, 315; FMC 283A, 305A</p>
<ul style="list-style-type: none"> <li>Verbally count forward and backward to and from 10</li> </ul>	<p><b>Student Edition:</b> 43-44, 47-48, 53-54, 101-102, 103-104, 109-110, 113-114, 117-118 <i>Game Time</i> 52, 108, 212 <i>Problem Solving</i> 61-62, 169-170 <i>Problem Solving Projects</i> P3-P6</p> <p><b>Teacher Edition:</b> ATS LA%; CCL 97H(LA); CT 43; CP 99; FMC 43A, 47A, 53A, 101A, 104A, 109A</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify ordinals 1sts to 5<sup>th</sup></li> </ul>	<p><b>Student Edition:</b> 119-120 <i>Problem Solving Projects</i> P10(D4), P15(D1), P18(D4)</p> <p><b>Teacher Edition:</b> BMV 119A; CCL 97H(CT): T 119</p>
<b>Addition and Subtraction</b>	
<ul style="list-style-type: none"> <li>Solve and create many addition and subtraction <b>verbal word problems</b></li> </ul>	<p><b>Student Edition:</b> 283-284, 285-286, 317-318, 319-320 <i>Problem Solving</i> 343-344</p> <p><b>Teacher Edition:</b> CCL 279(T), 313G, 313H; CP 315; FMC 283A, 317A</p>
<b>Multiplication and Division</b>	
<b>Fractions</b>	
<b>NUMERICAL OPERATIONS</b>	
<b>ADDITION AND SUBTRACTION</b>	
<ul style="list-style-type: none"> <li><b>Develop the meanings of addition and subtraction by concretely modeling and discussing a large variety of problems</b></li> </ul>	<p><b>Student Edition:</b> 283-286, 287-288, 291-292, 317-320, 321-322, 323-324 <i>Problem Solving</i> 307-308 <i>Problem Solving Strategy</i> 305-306 <i>Looking Ahead</i> LA3-LA6</p> <p><b>Teacher Edition:</b> BI 279A, 313A; CCL 279G, 279H, 313G, 313H; CP 315; FMC: 283A, 287A, 291A, 321A</p>
<ul style="list-style-type: none"> <li>Check the reasonableness of results of computations</li> </ul>	<p><b>Student Edition:</b> 217-218 <i>Problem Solving Strategy</i> 339-340</p> <p><b>Teacher Edition:</b> A 218, 340</p>
<ul style="list-style-type: none"> <li><b>Order and write 0-10</b></li> </ul>	<p><b>Student Edition:</b> 59-60, 117-118</p> <p><b>Teacher Edition:</b> A 118; FMC 59A, 117A</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Count down from 10</li> </ul>	<p><b>Student Edition:</b> 117-118 <i>Game Time</i> 52</p> <p><b>Teacher Edition:</b> ATS ILA5; FMC 117A</p>
<ul style="list-style-type: none"> <li>Identify groups to 10</li> </ul>	<p><b>Student Edition:</b> 293-304, 325-338</p> <p><b>Teacher Edition:</b> A 296; FMC 293A; CCL 279H(S); CP 281</p>
<ul style="list-style-type: none"> <li>Count by ones to 50</li> </ul>	<p><b>Student Edition:</b> <i>Looking Ahead</i> LA7-LA8 <i>Problem Solving Projects</i> P8</p>
<ul style="list-style-type: none"> <li>Discover the meaning of addition and subtraction in real life situations</li> </ul>	<p><b>Student Edition:</b> 283-286, 287-288, 317-324 <i>Game Time</i> 290, 330 <i>Mid Chapter Check</i> 289 <i>Problem Solving Strategy</i> 305-306 <i>Problem Solving</i> 307-308, 343-344</p> <p><b>Teacher Edition:</b> CCL 279H(M), 313G, 313H; CP 315; FMC 283A, 287A, 323A</p>
<ul style="list-style-type: none"> <li>Count and use concrete objects to explore addition and subtraction</li> </ul>	<p><b>Student Edition:</b> 283-286, 287-288, 293-296, 297-304 <i>Problem Solving Strategy</i> 305-306 <i>Problem Solving</i> 307-308</p> <p><b>Teacher Edition:</b> CCL 279G, 279H; CP 281; FMC 283A, 287A, 293A, 297A, 305A</p>
<ul style="list-style-type: none"> <li>Apply fact families 1-5 for addition and subtraction with concrete objects</li> </ul>	<p><b>Student Edition:</b> 287, 291-292, 293-296, 297-298, 325-326 <i>Game Time</i> 290 <i>Problem Solving</i> 307-308 <i>Test Practice</i> 312 #4</p> <p><b>Teacher Edition:</b> A 296; CCL 279H, 313H(S); FMC 293A; T 287; 5MC 291A</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Read and interpret a linear number line to 20</li> </ul>	<p><b>Student Edition:</b> 167-168</p> <p><b>Teacher Edition:</b> A 168; CCL 149G(M); CT 149H: FMC 59A, 167A; LU LA3A</p>
<ul style="list-style-type: none"> <li>Identify missing numbers on a number line up to 10 and in sequence up to 10</li> </ul>	<p><b>Student Edition:</b> 117-118</p> <p><b>Teacher Edition:</b> A 118; ATS 326; DI 117B(AL)(OL); FMC 117A; 5MC 119A</p>
<p><b>Multiplication and Division</b></p>	
<p><b>Estimation</b></p>	
<ul style="list-style-type: none"> <li>Judge without counting whether a set of objects has less than, more than, or the same number of objects as a reference set</li> </ul>	<p><b>Student Edition:</b> 27-28, 29-30, 31-32, 57-58 <i>Chapter Review</i> 35 <i>Problem Solving</i> 33-34 <i>Mid Chapter Check</i> 51 #2 <i>Spiral Review</i> 36 <i>Test Practice</i> 37-38</p> <p><b>Teacher Edition:</b> A 28, 30; FMC 27A, 29A, 31A, 57A</p>
<ul style="list-style-type: none"> <li>Determine the reasonableness of an answer by estimating the result of computations (e.g. <math>15+16</math> is not 211)</li> </ul>	<p><b>Student Edition:</b> 217-218</p> <p><b>Teacher Edition:</b> ATS 217; F 221; FMC 217A</p>
<ul style="list-style-type: none"> <li>Explore a variety of strategies for estimating both quantities (e.g. the number of marbles in a jar?) and results of computation</li> </ul>	<p><b>Student Edition:</b> 217-218</p> <p><b>Teacher Edition:</b> ATS 217; FMC 217A</p>
<ul style="list-style-type: none"> <li>Estimate numbers in a group</li> </ul>	<p><b>Student Edition:</b> 217-218 <i>Problem Solving Strategy</i> 339-340</p> <p><b>Teacher Edition:</b> CT 201H: FMC 217A</p>
<ul style="list-style-type: none"> <li>Estimate by visualizing which of two objects is taller</li> </ul>	<p><b>Student Edition:</b> <i>Problem Solving</i> 195-196</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Estimate <math>\frac{1}{2}</math> of an object</li> </ul>	<p><b>Student Edition:</b> 269-270 <i>Chapter Review 276 #4</i></p> <p><b>Teacher Edition:</b> A 270; FMC 269A</p>
<p><b>STANDARD 4.2 (GEOMETRY AND MEASUREMENT) ALL STUDENTS WILL DEVELOP SPATIAL SENSE AND THE ABILITY TO USE GEOMETRIC PROPERTIES, RELATIONSHIPS, AND MEASUREMENT TO MODEL, DESCRIBE AND ANALYZE PHENOMENA.</b></p>	
<p><b>Geometric Properties</b></p>	
<ul style="list-style-type: none"> <li>Identify and describe <b>spatial relationships</b> among object in space and their relative shapes and sizes. Inside/outside, left/right, above/below, between</li> </ul>	<p><b>Student Edition:</b> <i>Game Time 238</i> <i>Looking Ahead LA11-LA12</i></p> <p><b>Teacher Edition:</b> FMC LA11A; P LA12</p>
<ul style="list-style-type: none"> <li>Use concrete objects, drawings and computer graphics to identify, classify and describe standard <b>3D and 2D shapers:</b></li> </ul>	<p><b>Student Edition:</b> 251, 255-256, 259-260, 261-262, 263-264 <i>Game Time 266</i> <i>Teacher Handbook T30-T31</i></p> <p><b>Teacher Edition:</b> A 256, 264; CCL 251G(T); CP 253; FMC 255A, 259A, 261A, 263A; RW 251</p>
<ul style="list-style-type: none"> <li>3D figures – cube, rectangular prism, sphere, cone, cylinder and pyramid</li> </ul>	<p><b>Student Edition:</b> 255-256 <i>Problem Solving 273-274</i> <i>Problem Solving Projects P7-P10</i></p> <p><b>Teacher Edition:</b> A 256; BMV 255A; CP 253; FMC 255A</p>
<ul style="list-style-type: none"> <li>2D figures – square, rectangle, circle, triangle</li> </ul>	<p><b>Student Edition:</b> 259-260, 261-262, 263-264 <i>Game Time 266</i> <i>Problem Solving 273-274</i> <i>Problem Solving Projects P11-P14</i></p> <p><b>Teacher Edition:</b> A 262, 264; BMV 259A; CCL 251G(T); CT 251H; FMC 261A, 263A</p>
<ul style="list-style-type: none"> <li>Study the relationships between 3D and 2D shapes (e.g. the face of a 3D shape is a 2D shape)</li> </ul>	<p><b>Student Edition:</b> 259-260</p> <p><b>Teacher Edition:</b> A 260; FMC 259A</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify and describe positions: top, bottom, above, below, over, under, up, down, high, low, before, after, first , last</li> </ul>	<p><b>Student Edition:</b> 71-72, 73-74, 75-76 <i>Start Smart #2</i></p> <p><b>Teacher Edition:</b> A 72, 74; CP 69; DI LA7B(ELL); FMC 71A</p>
<ul style="list-style-type: none"> <li>Determine if an object is bigger, smaller, longer or shorter than a given object</li> </ul>	<p><b>Student Edition:</b> 175, 176, 179-180, 181-182 <i>Start Smart 7-8</i></p> <p><b>Teacher Edition:</b> A 180; CP 177; FMC 179A, 181A</p>
<ul style="list-style-type: none"> <li>Describe an object in location by using terms inside, outside, on...</li> </ul>	<p><b>Student Edition:</b> <i>Problem Solving</i> 91-92, 219(B)</p> <p><b>Teacher Edition:</b> DI LA11B(ELL)</p>
<b>Geometry</b>	
<ul style="list-style-type: none"> <li>Identify and illustrate <b>turns and sides</b> using body movements and manipulatives</li> </ul>	<p><b>Student Edition:</b> 271-272 <i>Game Time</i> 266</p> <p><b>Teacher Edition:</b> DI 261B(ELL); FMC 261A, 271A</p>
<ul style="list-style-type: none"> <li>Identify a <b>mirror image as a flip</b></li> </ul>	<p><b>Student Edition:</b> 257-258 <i>Problem Solving Strategy</i> 267-268</p> <p><b>Teacher Edition:</b> BMV 251A, 257A,; FMC 257A</p>
<b>Transforming Shapes</b>	
<ul style="list-style-type: none"> <li>Use simple shapes to make <b>designs, patterns and pictures</b></li> </ul>	<p><b>Student Edition:</b> 267-268, 271-272 <i>Looking Ahead</i> LA11-LA12 <i>Problem Solving Strategy</i> 268</p> <p><b>Teacher Edition:</b> CT 267, 271; FMC LA11A</p>
<ul style="list-style-type: none"> <li><b>Combine and subdivide</b> simple shapes to make other shapes</li> </ul>	<p><b>Student Edition:</b> 267-268, 271-272 <i>Looking Ahead</i> LA11-LA12 <i>Problem Solving Strategy</i> 268</p> <p><b>Teacher Edition:</b> CT 267, 271; FMC LA11A</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify circles, squares, triangles as they occur in nature</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 33-34, 91-92, 169-170, 219-220, 273-274</p>
<b>Coordinate Geometry</b>	
<ul style="list-style-type: none"> <li>Give and follow directions for getting from one point to another on a map or grid</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.  <b>Student Edition:</b>  407-408, 412</p>
<ul style="list-style-type: none"> <li>Identify an open and closed path</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.  <b>Student Edition:</b>  407-408, 412</p>
<ul style="list-style-type: none"> <li>Create a number path by following dots to a specific location</li> </ul>	<p>The following references discuss object dot paths.  <b>Teacher Edition:</b>  CCL 149G(M); DI 215B(AL)</p>
<b>Units of Measurement</b>	
<ul style="list-style-type: none"> <li>Directly compare and order objects according to measurable attributes</li> </ul>	<p><b>Student Edition:</b>  175, 176, 179-180, 183-184, 189-190, 191-192, 193-194  <i>Chapter Review</i> 197  <i>Game Time</i> 188  <i>Mid Chapter Check</i> 187  <i>Problem Solving Strategy</i> 185-186  <i>Problem Solving</i> 195-196  <i>Test Practice</i> 200-201  <b>Teacher Edition:</b>  A 180, 184; FMC 179A, 183A, 185A, 189A, 191A, 193A</p>
<ul style="list-style-type: none"> <li>Attributes – length, weight, capacity, time, temperature</li> </ul>	<p><b>Student Edition:</b>  179-180, 181-182, 183-184, 189-190, 193-194, 229-230  <i>Chapter Review</i> 197, 247  <i>Problem Solving Strategy</i> 243-244  <i>Test Practice</i> 249-250  <b>Teacher Edition:</b>  CCL 175H(M); FMC 179A, 181A, 183A, 185A, 189A, 193A, 229A</p>
<ul style="list-style-type: none"> <li>Recognize the need for a uniform unit of measure</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.  <b>Student Edition:</b>  279-280</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Select and use appropriate standard and non-standard units of measure and standard measurement tools to solve real-life problems</li> </ul>	See <i>Math Connects 1</i> © 2009. <b>Student Edition:</b> 279-280
<b>Units of Measurements: Lengths</b>	
<ul style="list-style-type: none"> <li>Estimate the measure by using personal referent such as width of a finger, thumb, foot as a unit of measure</li> </ul>	See <i>Math Connects 2</i> © 2009. <b>Student Edition:</b> 379-380
<b>Units of Measurement: Weight</b>	
<b>Units of Measurements: Capacity</b>	
<b>Units of Measurements: Temperature</b>	
<ul style="list-style-type: none"> <li>Describe temperature as hot or cold on a thermometer</li> </ul>	See <i>Math Connects 1</i> © 2009. <b>Student Edition:</b> 295-298 <b>Teacher Edition:</b> DI 295B(ELL)
<b>Units of Measurements: Money</b>	
<ul style="list-style-type: none"> <li>Identify the cent sign</li> </ul>	<b>Student Edition:</b> <i>Concepts and Skills Bank</i> CS1, CS2
<ul style="list-style-type: none"> <li>Identify the coins: Penny, nickel, dime</li> </ul>	<b>Student Edition:</b> <i>Concepts and Skills Bank</i> CS1, CS2
<ul style="list-style-type: none"> <li>Count to ten cents</li> </ul>	See <i>Math Connects 1</i> © 2009. <b>Student Edition:</b> 357-358
<b>Units of Measurements: Time</b>	
<ul style="list-style-type: none"> <li>Describe a short time and a long time</li> </ul>	See <i>Math Connects 2</i> © 2009. <b>Student Edition:</b> 249-252
<ul style="list-style-type: none"> <li>Tell time to the hour</li> </ul>	<b>Student Edition:</b> 239-240 <b>Teacher Edition:</b> FMC 239A
<ul style="list-style-type: none"> <li>Use a calendar for the months, weeks, seasons of the year</li> </ul>	<b>Student Edition:</b> 233-234 <b>Teacher Edition:</b> CT 175H, 225H: FMC 233A

STANDARDS	PAGE REFERENCES
<b>Measuring Geometric Objects</b>	
<b>STANDARD 4.3 (PATTERNS AND ALGEBRA) ALL STUDENTS WILL REPRESENT AND ANALYZE RELATIONSHIPS AMONG VARIABLE QUANTITIES AND SOLVE PROBLEMS INVOLVING PATTERNS, FUNCTIONS, AND ALGEBRAIC CONCEPTS AND PROCESSES.</b>	
<b>Patterns</b>	
<ul style="list-style-type: none"> <li>Recognize, describe, extend and create patterns</li> </ul>	<p><b>Student Edition:</b> 77-78, 81-82, 85-86, 87-88 <i>Problem Solving Projects</i> P3-P6 <i>Problem Solving Strategy</i> 84-85, 135-136, 161-162 <i>Start Smart</i> 5-6</p> <p><b>Teacher Edition:</b> A/C 6; CCL 67G, 67H; FMC 77A, 81A</p>
<ul style="list-style-type: none"> <li>Use concrete materials (manipulatives), pictures, rhythms and whole numbers create patterns</li> </ul>	<p><b>Student Edition:</b> 81-82, 85-86, 87-88 <i>Problem Solving Projects</i> P3-P6 <i>Problem Solving Strategy</i> 84-85, 135-136, 161-162 <i>Start Smart</i> 5-6</p> <p><b>Teacher Edition:</b> A/C 6; CCL 67G, 67H; FMC 81A, 85A</p>
<ul style="list-style-type: none"> <li>Use words and symbols (e.g., “add two” or +2) to create patterns</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.</p> <p><b>Student Edition:</b> 261-262</p>
<ul style="list-style-type: none"> <li>Make repeating patterns</li> </ul>	<p><b>Student Edition:</b> 81-82, 85-86, 87-88 <i>Game Time</i> 80 <i>Problem Solving Projects</i> P3-P6 <i>Problem Solving Strategy</i> 83-84</p> <p><b>Teacher Edition:</b> FMC 81A</p>
<ul style="list-style-type: none"> <li>Explore whole number patterns that grow or shrink as a result if repeatedly adding or subtracting a fixed number (e.g. skip counting forward or backward)</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.</p> <p><b>Student Edition:</b> 259-262</p>
<ul style="list-style-type: none"> <li>Find and describe patterns in real life</li> </ul>	<p><b>Student Edition:</b> 85-86, 87-88 <i>Problem Solving</i> 91-92 <i>Problem Solving Strategy</i> 162-163</p> <p><b>Teacher Edition:</b> P 86</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Copy simple patterns using concrete materials</li> </ul>	<p><b>Student Edition:</b> 77-78, 81-82, 85-86, 87-88 <i>Chapter Review</i> 93 <i>Game Time</i> 80 <i>Problem Solving Projects</i> P3-P6 <i>Start Smart</i> 5-6</p> <p><b>Teacher Edition:</b> A/C 6; CCL 67G, 67H; DI 77B(BL)</p>
<ul style="list-style-type: none"> <li>Continue given patterns using concrete materials</li> </ul>	<p><b>Student Edition:</b> 77-78, 81-82, 85-86, 87-88 <i>Problem Solving Project</i> P3-P6 <i>Start Smart</i> 5-6</p> <p><b>Teacher Edition:</b> A/C 6; CCL 67H®: CP 69</p>
<ul style="list-style-type: none"> <li>Sort, copy and continue simple patterns involving shapes, colors or sizes</li> </ul>	<p><b>Student Edition:</b> 17-18, 19-20, 81-82, 85-86, 87-88 <i>Game Time</i> 26, 80 <i>Mid Chapter Check</i> 25 <i>Start Smart</i> 5-6</p> <p><b>Teacher Edition:</b> A/C 6; CCL 67G; CP 15, 69; FMC 17A, 19A</p>
<b>Functions and Relationships</b>	
<ul style="list-style-type: none"> <li>Use concrete and pictorial models of function machines to explore the basic concept of a function (In/Out)</li> </ul>	<p>See <i>Math Connects 3</i> © 2009.</p> <p><b>Student Edition:</b> 348-351, 356-359 <i>Big Idea</i> 330 <i>Extra Practice</i> R23 <i>H.O.T. Problems</i> 351 <i>Mid-Chapter Check</i> 353 #11 <i>Real-World Example</i> 348, 349, 356, 357 <i>Study Guide and Review</i> 365 #15, 366 #19, #22 <i>Test Practice</i> 368 #1, #9</p> <p><b>Teacher Edition:</b> AE 349, 357; ATS 350, 358; I 348, 356; IWO 356B; SGO 348B, 356B; T 348</p>

STANDARDS	PAGE REFERENCES
<b>Modeling</b>	
<ul style="list-style-type: none"> <li>Recognize and describe changes over time (e.g. temperature, height)</li> </ul>	<p><b>Student Edition:</b> 193-194 <i>Problem Solving</i> 195-196</p> <p><b>Teacher Edition:</b> DI 193B(AL, DL); MFF 4</p>
<ul style="list-style-type: none"> <li>Construct and solve simple open sentences involving addition or subtraction (<math>2+_=4</math>)</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.</p> <p><b>Student Edition:</b> 53-54, 89-90</p>
<b>Procedures</b>	
<ul style="list-style-type: none"> <li>Understand and apply (but don't name) the following properties of addition: <ul style="list-style-type: none"> <li>Commutative (e.g. <math>5+3=3+5</math>)</li> <li>Zero as the identity element (e.g. <math>7+0=7</math>)</li> <li>Associative (e.g. <math>7+3+2</math> can be found by first adding either <math>7+3</math> or <math>3+2</math>)</li> </ul> </li> </ul>	<p>See <i>Math Connects 2</i> © 2009.</p> <p><b>Student Edition:</b> 55-56, 57-58, 73-75</p>
<p><b>STANDARD 4.4 (DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE CONCEPTS AND TECHNIQUES OF DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS, AND WILL USE THEM TO MODEL SITUATIONS, SOLVE PROBLEMS, AND ANALYZE AND DRAW APPROPRIATE INFERENCES FROM DATA.</b></p>	
<b>Date Analysis</b>	
<ul style="list-style-type: none"> <li>Collect, generate and organize data in response to questions, claims, or curiosity</li> </ul>	<p><b>Student Edition:</b> 131-132, 133-134, 141-142 <i>Problem Solving Projects</i> P15-P18 <i>Start Smart</i> 11-12</p> <p><b>Teacher Edition:</b> CCL 127H(T); CP 129; FMC 131A, 141A</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Date collected from student’s everyday experiences</li> </ul>	<p><b>Student Edition:</b> 139-140, 141-142 <i>Problem Solving</i> 143-144 <i>Problem Solving Projects</i> P15-P18</p> <p><b>Teacher Edition:</b> CCL 127H(T); FMC 139A, 141A</p>
<ul style="list-style-type: none"> <li>Data generated from chance devices, such as spinners and dice</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.</p> <p><b>Student Edition:</b> <i>Game Time</i> 136</p>
<ul style="list-style-type: none"> <li>Read, interpret, construct, and analyze displays of data</li> </ul>	<p><b>Student Edition:</b> 133-134, 139-140, 141-142 <i>Problem Solving</i> 143-144 <i>Problem Solving Projects</i> P15-P18</p> <p><b>Teacher Edition:</b> DI 135B(AL); FMC 133A, 139A; PD 135A</p>
<ul style="list-style-type: none"> <li>Pictures, tally chart, pictograph, bar graph, Venn diagram</li> </ul>	<p><b>Student Edition:</b> 133-134, 139-140, 141-142 <i>Problem Solving</i> 245-246 <i>Start Smart</i> 11-12</p> <p><b>Teacher Edition:</b> CCL 127G(A), 127H(S), 251G(T); FMC 133A, 139A, 141A</p>
<ul style="list-style-type: none"> <li>Smallest to largest, most frequent (mode)</li> </ul>	<p><b>Student Edition:</b> 139-140, 141-142 <i>Game Time</i> 138 <i>Problem Solving</i> 144D</p> <p><b>Teacher Edition:</b> FMC 139A, 141A; P 140, 142</p>
<ul style="list-style-type: none"> <li>Gather data relating to familiar experiences by counting and tallying</li> </ul>	<p><b>Student Edition:</b> 139-140, 141-142 <i>Game Time</i> 138 <i>Problem Solving</i> 144D</p> <p><b>Teacher Edition:</b> FMC 139A, 141A; P 140, 142</p>
<ul style="list-style-type: none"> <li>Draw conclusions based on data displayed on graphs</li> </ul>	<p><b>Student Edition:</b> 141-142 <i>Problem Solving</i> 143-144</p> <p><b>Teacher Edition:</b> FMC 141A; IP 140; P 134</p>

STANDARDS	PAGE REFERENCES
<b>Probability</b>	
<ul style="list-style-type: none"> <li>Use chance devices like spinners and dice to explore concepts of probability: Certain, impossible more likely, less likely, equally likely</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.  <b>Student Edition:</b>  136</p>
<ul style="list-style-type: none"> <li>Provide probability of specific outcomes</li> </ul>	<p>See <i>Math Connects 3</i> © 2009.  <b>Student Edition:</b>  542-544  <i>Chapter Test</i> 553 #6-#10  <i>Data File</i> 544  <i>Key Concept</i> 542  <i>H.O.T. Problems</i> 545  <i>Real-World Example</i> 542, 543  <i>Study Guide and Review</i> 552  <i>Test Practice</i> 554 #4, #9, #10  <b>Teacher Edition:</b>  AE 543; ATS 543; ELL 542B; I 542; SGO 542B;  T 542</p>
<ul style="list-style-type: none"> <li>Probability of getting specific outcome when coin is tossed, when die is rolled, when spinner is spun (e.g. if spinner has five equal sectors, then probability of getting a particular sector is one out of five)</li> </ul>	<p>See <i>Math Connects 3</i> © 2009.  <b>Student Edition:</b>  542-544  <i>Chapter Test</i> 553 #6-#10  <i>Data File</i> 544  <i>Key Concept</i> 542  <i>H.O.T. Problems</i> 545  <i>Real-World Example</i> 542, 543  <i>Study Guide and Review</i> 552  <i>Test Practice</i> 554 #4, #9, #10  <b>Teacher Edition:</b>  AE 543; ATS 543; ELL 542B; I 542; SGO 542B;  T 542</p>
<ul style="list-style-type: none"> <li>When picking a marble from a bag with three red marbles and four blue marbles, the probability of getting a red marble is three out of seven</li> </ul>	<p>The below references in <i>Math Connects 3</i> © 2009 can be used to meet this objective.  <b>Student Edition:</b>  542-544  <i>Real-World Example</i> 542, 543  <b>Teacher Edition:</b>  A 545; AE 543; NM 545</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Perform and record the <b>outcome</b> of a simple probability activity</li> </ul>	<p>The below references in <i>Math Connects 3</i> © 2009 can be used to meet this objective.</p> <p><b>Teacher Edition:</b> A 545; AE 543; NM 545</p>
<ul style="list-style-type: none"> <li>Make <b>predictions</b> based on real-life experiences</li> </ul>	<p>The below references in <i>Math Connects 3</i> © 2009 can be used to meet this objective.</p> <p><b>Teacher Edition:</b> I 542; IWO 542B; SGO 542B; T 542</p>
<ul style="list-style-type: none"> <li>Use chance devices like spinners and dice to explore concepts of probability</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.</p> <p><b>Student Edition:</b> 136</p>
<b>Discrete Mathematics—Systematic Listing and Counting</b>	
<ul style="list-style-type: none"> <li>Sort and classify objects according to attributes</li> </ul>	<p><b>Student Edition:</b> 17-18, 19-20, 23-24 <i>Problem Solving</i> 33-34 <i>Problem Solving Strategy</i> 21-22</p> <p><b>Teacher Edition:</b> CCL 13H(SS); CP 15; FMC 17A, 19A, 21A, 23A; RW 13</p>
<ul style="list-style-type: none"> <li>Use Venn diagrams to show number facts and families</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.</p> <p><b>Student Edition:</b> 123-124</p>
<ul style="list-style-type: none"> <li>Generate all possibilities in simple counting situation (e.g. all outfits involving two shirts and three pants)</li> </ul>	<p>See <i>Math Connects 3</i> © 2009.</p> <p><b>Student Edition:</b> 522-523 <i>Extra Practice</i> R33 <i>Mid-Chapter Check</i> 525 #6 <i>Study Guide and Review</i> 550</p> <p><b>Teacher Edition:</b> A 523; ATS 523; ELL 522B, IWO 522B; SGO 522B; T 522</p>
<ul style="list-style-type: none"> <li>Systemic listening and counting – sort and classify objects according to attributes</li> </ul>	<p><b>Student Edition:</b> 43-44</p> <p><b>Teacher Edition:</b> CCL 39G(H), 39H(LA)</p>
<ul style="list-style-type: none"> <li>Explore possibilities in simple counting situations (all outfits, involving two shirts and three pants)</li> </ul>	<p>See <i>Math Connects 2</i> © 2009.</p> <p><b>Student Edition:</b> 135-136</p>

STANDARDS	PAGE REFERENCES
<b>Discrete Mathematics—Vertex-Edge Graphs and Algorithms</b>	
<ul style="list-style-type: none"> <li>Follow simple sets of directions (e.g. from one location to another or from a recipe)</li> </ul>	<p><b>Student Edition:</b> <i>Problem Solving Projects</i> P3-P6</p> <p><b>Teacher Edition:</b> CP 99</p>
<ul style="list-style-type: none"> <li>Color simple maps with a small number of colors</li> </ul>	<p>See <i>Math Connects 1</i> © 2009.</p> <p><b>Student Edition:</b> 407-408, 412</p>
<ul style="list-style-type: none"> <li>Play simple two-person games (e.g. tic-tac-toe) and informally explore the idea of what the outcome should be</li> </ul>	<p>The following activities in <i>Math Connects 3</i> can be used to meet this objective.</p> <p><b>Student Edition:</b> <i>Game Time</i> 429, 482, 524, 576</p> <p><b>Teacher Edition:</b> EG 429, 482, 524</p>
<ul style="list-style-type: none"> <li>Explore concrete models of vertex-edge graphs (e.g. vertices as “island” and edges as “bridges”)</li> </ul>	<p>See <i>Math Connects 3</i> © 2009.</p> <p><b>Student Edition:</b> 357-358</p>
<ul style="list-style-type: none"> <li>Paths from one vertex to another</li> </ul>	<p>See <i>Math Connects 3</i> © 2009.</p> <p><b>Student Edition:</b> 357-358</p>
<p><b>STANDARD 4.5 (MATHEMATICAL PROCESSES) ALL STUDENTS WILL USE MATHEMATICAL PROCESSES OF PROBLEM SOLVING, COMMUNICATION, CONNECTIONS, REASONING, REPRESENTATIONS, AND TECHNOLOGY TO SOLVE PROBLEMS AND COMMUNICATE MATHEMATICAL IDEAS</b></p>	
<p>At each grade level, with respect to content appropriate for that grade level, students will:</p>	
<p><b>PROBLEM SOLVING</b></p>	
<ul style="list-style-type: none"> <li>Learn mathematics through problem solving, inquiry, and discovery.</li> </ul>	<p><b>Student Edition:</b> <i>Problem Solving</i> 143-144, 219-220, 273-274 <i>Problem Solving Projects</i> P3-P18</p> <p><b>Teacher Edition:</b> CP 203, 227</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Solve problems that arise in mathematics and in other contexts (cf. workplace readiness standard 8.3).               <ul style="list-style-type: none"> <li>Open-ended problems</li> <li>Non-routine problems</li> <li>Problems with multiple solutions</li> <li>Problems that can be solved in several ways</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 33-34, 61-62, 91-92, 169-170, 219-220  <i>Problem Solving Strategy</i> 305-306  <i>Problem Solving Projects</i> P3-P18</p> <p><b>Teacher Edition:</b>            CP 41, 99, 177, 203</p>
<ul style="list-style-type: none"> <li>Select and apply a variety of appropriate problem-solving strategies (e.g., “try a simpler problem” or “make a diagram”) to solve problems.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 245-246  <i>Problem Solving Strategy</i> 53-54, 209-210, 244-245, 339-340</p>
<ul style="list-style-type: none"> <li>Pose problems of various types and levels of difficulty.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving Project</i> P3-P18</p> <p><b>Teacher Edition:</b>            DI 17B, 23B, 45B, 89B, 101B, 157B, 267B</p>
<ul style="list-style-type: none"> <li>Monitor their progress and reflect on the process of their problem solving activity.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving Project</i> P6, P10, P14, P18</p> <p><b>Teacher Edition:</b>            RWPS 21A, 113A, 209A; SA 36, 64, 124</p>
<b>COMMUNICATION</b>	
<ul style="list-style-type: none"> <li>Use communication to organize and clarify their mathematical thinking.               <ul style="list-style-type: none"> <li>Reading and writing</li> <li>Discussions, listening, and questioning</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving Project</i> P3-P18  <i>Start Smart</i> 9  <i>Teacher Handbook</i> T19</p> <p><b>Teacher Edition:</b>            A/C 10; CP 227, 315; LC 21A, 53A</p>
<ul style="list-style-type: none"> <li>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 33-34, 61-62, 169-170  <i>Problem Solving Strategy</i> 53-54, 114-115, 305-306</p> <p><b>Teacher Edition:</b>            A/C 10; CP 227; RW 13, 39, 149</p>
<ul style="list-style-type: none"> <li>Analyze and evaluate the mathematical thinking and strategies of others.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 33-34, 61-62, 91-92, 143-144, 169-170  <i>Problem Solving Strategy</i> 53-54, 83-84, 135-136, 244-245, 305-306  <i>Teacher Handbook</i> T19, T26</p> <p><b>Teacher Edition:</b>            RW 67, 149</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Use the language of mathematics to express mathematical ideas precisely.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 33-34, 61-62, 91-92, 143-144, 195-196  <i>Problem Solving Strategy</i> 161-162, 185-186, 339-340  <i>Teacher Handbook</i> T26</p> <p><b>Teacher Edition:</b>  CP 227; RW 13, 39, 67, 127, 149</p>
<b>CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Recognize recurring themes across mathematical domains (e.g., patterns in number, algebra, and geometry).</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving Strategy</i> 83-84, 136-137, 161-162</p> <p><b>Teacher Edition:</b>  CCL 251G(T); FMC 111A, 207A, 255A, 283A, 287A, LA13A</p>
<ul style="list-style-type: none"> <li>Use connections among mathematical ideas to explain concepts (e.g., two linear equations have a unique solution because the lines they represent intersect at a single point).</li> </ul>	<p>The following references in <i>Math Connects 3</i> © 2009 can be used in classroom discussion and activities to meet this objective.</p> <p><b>Student Edition:</b>  258-260  <i>Big Idea</i> 598  <i>Explore</i> 256-257, 601-602, 616-617  <i>Game Time</i> 607</p> <p><b>Teacher Edition:</b>  ATS 259; IWO 258B, 608B; SGO 258B, 603B</p>
<ul style="list-style-type: none"> <li>Recognize that mathematics is used in a variety of contexts outside of mathematics.</li> </ul>	<p><b>Student Edition:</b>  <i>Game Time</i> 80, 108  <i>Problem Solving</i> 61-62, 91-92, 169-170, 245-246, 343-344  <i>Problem Solving Project</i> P3-P18</p> <p><b>Teacher Edition:</b>  CCL 13H(M), 67G(T), 201G(S), 225H(S), 313G(H); MFF 4, 8, 12</p>
<ul style="list-style-type: none"> <li>Apply mathematics in practical situations and in other disciplines.</li> </ul>	<p><b>Student Edition:</b>  <i>Game Time</i> 80, 108  <i>Problem Solving</i> 61-62, 91-92, 169-170, 245-246, 343-344  <i>Problem Solving Project</i> P3-P18</p> <p><b>Teacher Edition:</b>  CCL 13H(M), 67G(T), 201G(S), 225H(S), 313G(H); MFF 4, 8, 12</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).</li> </ul>	<p>This objective can be met through classroom discussion and activities. Also see Scope and Sequence for references (ie.) Pythagorean Theorem, Course #2.</p>
<ul style="list-style-type: none"> <li>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 61-62, 91-92, 307-308  <i>Problem Solving Project</i> P3-P18</p> <p><b>Teacher Edition:</b>  FMC 23A, 31A, 207A, 231A, 287A; MFF 4, 8, 12;  O 57A, 115A</p>
<b>REASONING</b>	
<ul style="list-style-type: none"> <li>Recognize that mathematical facts, procedures, and claims must be justified.</li> </ul>	<p>The following references in <i>Math Connects 1</i> © 2009 discuss justifying the answer and can be used to meet this objective.</p> <p><b>Teacher Edition:</b>  A 318, 332, 336, 390; IWO 443B; WM 324, 330, 424, 458</p>
<ul style="list-style-type: none"> <li>Use reasoning to support their mathematical conclusions and problem solutions.</li> </ul>	<p>The following references in <i>Math Connects 1</i> © 2009 discuss justifying the answer and can be used to meet this objective.</p> <p><b>Student Edition:</b>  <i>H.O.T. Problem</i> 140, 156, 304  <i>Problem Solving</i> 256, 358  <i>Talk About It</i> 35, 89, 169, 245, 317, 469  <i>Writing in Math</i> 90, 386</p> <p><b>Teacher Edition:</b>  A 60, 174, 264, 356; T 257; WM 76, 262</p>
<ul style="list-style-type: none"> <li>Select and use various types of reasoning and methods of proof.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 33-34, 91-92  <i>Problem Solving Strategy</i> 184-185, 210-211, 339-340  <i>Problem Solving Project</i> P3-P6, P15-P18</p> <p><b>Teacher Edition:</b>  CCL 251G(T); DI 85B(BL)</p>
<ul style="list-style-type: none"> <li>Rely on reasoning, rather than answer keys, teachers, or peers, to check the correctness of their problem solutions.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 33-34, 91-92  <i>Problem Solving Strategy</i> 184-185, 210-211, 339-340  <i>Problem Solving Project</i> P3-P6, P15-P18</p> <p><b>Teacher Edition:</b>  CCL 251G(T); DI 85B(BL)</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Make and investigate mathematical conjectures.</li> </ul>	Temperature is discussed in the following references in <i>Math Connects 4</i> © 2009 and can be used to meet this objective. <b>Student Edition:</b> <i>Explore</i> 406-407 <i>Writing in Math</i> 407 #6 <b>Teacher Edition:</b> A 407; I 408
<ul style="list-style-type: none"> <li>Counterexamples as a means of disproving conjectures.</li> </ul>	See <i>Math Connects 3</i> © 2009. <b>Teacher Edition:</b> SGO 124B, 184B, 234B
<ul style="list-style-type: none"> <li>Verifying conjectures using informal reasoning or proofs.</li> </ul>	See <i>Math Connects 3</i> © 2009. <b>Teacher Edition:</b> ELL 430B; E 396B; IWO 124B, 450B; SGO 234B
<ul style="list-style-type: none"> <li>Evaluate examples of mathematical reasoning and determine whether they are valid.</li> </ul>	See <i>Math Connects 3</i> © 2009. <b>Teacher Edition:</b> IWO 52B, 124B, 142B, 172B, 356B
<b>REPRESENTATIONS</b>	
<ul style="list-style-type: none"> <li>Create and use representations to organize, record, and communicate mathematical ideas.</li> </ul>	<b>Student Edition:</b> 131-132, 133-134, 135-136, 141-142 <i>Start Smart</i> 11-12 <b>Teacher Edition:</b> CP 129; FMC 131A, 133A, 135A, 141A; SS 11-12
<ul style="list-style-type: none"> <li>Concrete representations (e.g., base-ten blocks or algebra tiles)</li> </ul>	<b>Teacher Edition:</b> CP 15; DI 81B(BL); Manip 17A, 27A, 31A, 83A, 163A
<ul style="list-style-type: none"> <li>Pictorial representations (e.g., diagrams, charts, or tables)</li> </ul>	<b>Student Edition:</b> <i>Problem Solving</i> 245-246 <i>Problem Solving Strategy</i> 113-114, 135-136, 243-244, 267-268 <i>Start Smart</i> 11-12 <b>Teacher Edition:</b> CP 129; FMC 131A, 133A, 135A, 141A; SS 11-12
<ul style="list-style-type: none"> <li>Symbolic representations (e.g., a formula)</li> </ul>	<b>Teacher Edition:</b> CP 15; DI 81B(BL); Manip; 17A, 27A, 31A, 83A, 163A

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Graphical representations (e.g., a line graph)</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 245-246  <i>Problem Solving Strategy</i> 113-114, 135-136, 243-244, 267-268  <i>Start Smart</i> 11-12</p>
<ul style="list-style-type: none"> <li>Select, apply, and translate among mathematical representations to solve problems.</li> </ul>	<p>See <i>Math Connects 3</i> © 2009.</p> <p><b>Student Edition:</b>  <i>Key Concept</i> 204  <i>Real-World Example</i> 162, 163, 168, 174, 178, 179, 203, 204, 206, 207, 214, 215, 218, 219, 222, 223, 230, 231</p> <p><b>Teacher Edition:</b>  FMB 162A; I 162; IWO 162B, 218B, 222B; SGO 214B; T 162</p>
<ul style="list-style-type: none"> <li>Use representations to model and interpret physical, social, and mathematical phenomena.</li> </ul>	<p>See <i>Math Connects 3</i> © 2009.</p> <p><b>Teacher Edition:</b>  A 510G; S 14H, 420H, 510H; SS 510H, W 420G</p>
<b>TECHNOLOGY</b>	
<ul style="list-style-type: none"> <li>Use technology to gather, analyze, and communicate mathematical information.</li> </ul>	<p><b>Student Edition:</b>  <i>Problem Solving</i> 91-92, 143-144, 343-344  <i>Start Smart</i> 11-12</p> <p><b>Teacher Edition:</b>  CP 315; CCL 127G-127H; MAnip 17A, 27A, 31A, 83A, 89A</p>
<ul style="list-style-type: none"> <li>Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information (cf. workplace readiness standard 8.4-D).</li> </ul>	<p><b>Student Edition:</b>  85-86, 87-88  <i>Problem Solving</i> 91-92, 143-144  <i>Problem Solving Strategy</i> 209-210, 267-268</p> <p><b>Teacher Edition:</b>  CCL 127G-127H; CP 315; EG 330</p>
<ul style="list-style-type: none"> <li>Use graphing calculators and computer software to investigate properties of functions and their graphs.</li> </ul>	<p><b>Teacher Edition:</b>  DI ST 57B, 213B, 325B; TH T30, T31; TT 17A, 19A, 47A, 255A, 325A</p>
<ul style="list-style-type: none"> <li>Use calculators as problem-solving tools (e.g., to explore patterns, to validate solutions).</li> </ul>	<p><b>Teacher Edition:</b>  TH T30</p>
<ul style="list-style-type: none"> <li>Use computer software to make and verify conjectures about geometric objects.</li> </ul>	<p>See <i>Math Connects 3</i> © 2009.</p> <p><b>Student Edition:</b>  <i>Extend</i> 491</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Use computer-based laboratory technology for mathematical applications in the sciences (cf. science standards)</li> </ul>	<p>This objective can be met through classroom activities and assignments.</p>