

MACMILLAN/McGRAW-HILL

MATH CONNECTS and IMPACT MATHEMATICS

TO

WASHINGTON STATE MATHEMATICS STANDARDS

ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (EALRs)

And

GRADE LEVEL EXPECTATIONS (GLEs)

Grade 5

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<p style="text-align: center;">Washington Essential Academic Learning Requirements and Grade Level Expectations for Mathematics Grade 5</p>	<p style="text-align: center;">Correlation of the Macmillan/McGraw-Hill MATH CONNECTS and IMPACT MATHEMATICS to Washington Essential Academic Learning Requirements and Grade Level Expectations for Mathematics, Grade 5 Teacher’s Edition Page Numbers</p>
<p>5.1. Core Content: <i>Multi-digit division</i> <i>(Operations, Algebra)</i> Students learn efficient ways to divide whole numbers. They apply what they know about division to solve problems, using estimation and mental math skills to decide whether their results are reasonable. This emphasis on division gives students a complete set of tools for adding, subtracting, multiplying, and dividing whole numbers—basic skills for everyday life and further study of mathematics.</p>	
<p>Performance Expectations</p>	
<p><i>Students are expected to:</i></p>	
<p>5.1.A Represent multi-digit division using place value models and connect the representation to the related equation.</p>	<p>Math Connects: pp. 146G, 146H, 149B, 149, 150, 152, 156-157, 158, 159, 162, 166B, 166-167, 168-169, 170B, 170, 174, 180-181 IMPACT Mathematics: pp. T23, T24, T24C, T25, T26, T27, T28, T29, T30, T32</p>
<p>5.1.B Determine quotients for multiples of 10 and 100 by applying knowledge of place value and properties of operations.</p>	<p>Math Connects: pp. 149B, 149, 150, 151, 152A, 152B, 152, 153, 154, 156-157, 158A, 162B, 162, 163, 183, 187 IMPACT Mathematics: pp. T25, T26, T27, T28</p>
<p>5.1.C Fluently and accurately divide up to a four-digit number by one- or two-digit divisors using the standard long-division algorithm.</p>	<p>Math Connects: pp. 5, 6, 7, 146G, 146H, 146, 148, 149-151, 152B, 152-155, 156-157, 158-161, 162-164, 165, 166-167, 168-169, 170-173, 174-176, 177, 182-185, 187 IMPACT Mathematics: pp. T23, T26, T27, T28, T29, T30, T32</p>
<p>5.1.D Estimate quotients to approximate solutions and determine reasonableness of answers in problems involving up to two-digit divisors.</p>	<p>Math Connects: pp. 152B, 152-155, 158A, 158, 159, 161, 162A, 162, 163, 165, 180A, 183, 184 IMPACT Mathematics: pp. T23, T24, T26, T28</p>
<p>5.1.E Mentally divide two-digit numbers by one-digit divisors and explain the strategies used.</p>	<p>Math Connects: pp. 150, 151, 152A, 152B, 152-155, 158A, 183, 187 IMPACT Mathematics: pp. T23, T24, T26, T28</p>

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<p>5.1.F Solve single- and multi-step word problems involving multi-digit division and verify the solutions.</p>	<p>Math Connects: pp. 150, 153, 158, 162, 163, 164, 170, 172, 174, 175, 176 IMPACT Mathematics: pp. T2D, T6, T23, T24, T24D, T26, T28, T29, T30, T32</p>
<p>5.2. Core Content: <i>Addition and subtraction of fractions and decimals</i> <i>(Numbers, Operations, Algebra)</i> Students extend their knowledge about adding and subtracting whole numbers to learning procedures for adding and subtracting fractions and decimals. Students apply these procedures, along with mental math and estimation, to solve a wide range of problems that involve more of the types of numbers students see in other school subjects and in their lives.</p>	
<p>Performance Expectations</p>	
<p><i>Students are expected to:</i></p>	
<p>5.2.A Represent addition and subtraction of fractions and mixed numbers using visual and numerical models, and connect the representation to the related equation.</p>	<p>Math Connects: pp. 418, 421-422, 423-425, 426-427, 428-431, 432-433, 434-435, 437-438, 439-441, 448-451, 452-454, 455, 458-461, 462-463, 465, 467, P2-P3 IMPACT Mathematics: pp. T44C, T44D, T45, T50, T56, T63, T64</p>
<p>5.2.B Represent addition and subtraction of decimals using place value models and connect the representation to the related equation.</p>	<p>Math Connects: pp. 78-79, 80A, 80B, 80-82, 83, 84A, 84-87, 88A, 88-91, 95, 96, 97, P2-P3 IMPACT Mathematics: pp. T33, T34, T34C, T34D, T35, T36, T37, T38, T39, T40, T41, T42, T49</p>
<p>5.2.C Given two fractions with unlike denominators, rewrite the fractions with a common denominator.</p>	<p>Math Connects: pp. 402-403, 404B, 404-407, 414, 415, 423A, 432-433, 434-436, 437-438, 439A, 439B, 439-441, 447, 465, 466 IMPACT Mathematics: pp. T44, T44D, T49, T50, T56, T60, T64</p>
<p>5.2.D Determine the greatest common factor and the least common multiple of two or more whole numbers.</p>	<p>Math Connects: pp. 373B, 374, 375, 378A, 381, 386B, 386-389, 390, 397-399, 400A, 404-405, 411, 413, 415 IMPACT Mathematics: Opportunities to address: pp. T49, T51</p>

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<p>5.2.E Fluently and accurately add and subtract fractions, including mixed numbers.</p>	<p>Math Connects: pp. 418, 421-422, 423-425, 426-427, 428-431, 432-433, 434-435, 437-438, 439-441, 448-451, 452-454, 455, 458-461, 462-463, 465, 467, P2-P3 IMPACT Mathematics: pp. T44C, T44D, T45, T50, T56, T63, T64</p>
<p>5.2.F Fluently and accurately add and subtract decimals.</p>	<p>Math Connects: pp. 78-79, 80A, 80B, 80-82, 83, 84A, 84-87, 88A, 88-91, 95, 96, 97, P2-P3 IMPACT Mathematics: pp. T33, T34, T34C, T34D, T35, T36, T37, T38, T39, T40, T41, T42, T49</p>
<p>5.2.G Estimate sums and differences of fractions, mixed numbers, and decimals to approximate solutions to problems and determine reasonableness of answers.</p>	<p>Math Connects: pp. 64B, 64-67, 68A, 70A, 73, 74-75, 88-89, 93, 97, 444B, 444-446, 447, 448A, 448, 452, 465, 466, 467, 469 IMPACT Mathematics: pp. T37, T38, T40, T41, T47, T48</p>
<p>5.2.H Solve single- and multi-step word problems involving addition and subtraction of whole numbers, fractions (including mixed numbers), and decimals, and verify the solutions.</p>	<p>Math Connects: pp. 61, 63, 65, 71, 72, 77, 80, 82, 85, 88, 90, 424, 425, 429, 435, 440, 445, 448, 449, 452, 453, 458, 459, 460, LA18, LA19, LA20, LA21, P2-P3 IMPACT Mathematics: pp. T4, T6, T8, T12D, T14, T16, T18, T34, T34D, T35, T36, T37, T38, T39, T40, T41, T42, T49, T50, T55, T56, T63, T64, T66</p>
<p>5.3. Core Content: Triangles and quadrilaterals <i>(Geometry/Measurement, Algebra)</i> Students focus on triangles and quadrilaterals to formalize and extend their understanding of these geometric shapes. They classify different types of triangles and quadrilaterals and develop formulas for their areas. In working with these formulas, students reinforce an important connection between algebra and geometry. They explore symmetry of these figures and use what they learn about triangles and quadrilaterals to solve a variety of problems in geometric contexts.</p>	
<p>Performance Expectations</p>	
<p><i>Students are expected to:</i></p>	
<p>5.3.A Classify quadrilaterals.</p>	<p>Math Connects: pp. 554H, 570B, 570-574, 575, 576A, 598, R61, R62</p>

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<p><i>Continued from previous page...</i></p>	<p>IMPACT Mathematics: p. R37</p>
<p>5.3.B Identify, sketch, and measure acute, right, and obtuse angles.</p>	<p>Math Connects: pp. 554H, 564-565, 566B, 567-569, 575, 598 IMPACT Mathematics: pp. R18, R33, R38</p>
<p>5.3.C Identify, describe, and classify triangles by angle measure and number of congruent sides.</p>	<p>Math Connects: pp. 554H, 566A, 566B, 566-569, 570B, 575, 595, 598 IMPACT Mathematics: pp. R18, R24, R29, R33, R38, R39</p>
<p>5.3.D Determine the formula for the area of a parallelogram by relating it to the area of a rectangle.</p>	<p>Math Connects: pp. 612B, 616-619, 620-621, 623 IMPACT Mathematics: pp. T17, T25, T88, T89, T94</p>
<p>5.3.E Determine the formula for the area of a triangle by relating it to the area of a parallelogram.</p>	<p>Math Connects: Opportunity to address: p. 612B IMPACT Mathematics: pp. T17, T88, T92, T94, T101</p>
<p>5.3.F Determine the perimeters and areas of triangles and parallelograms.</p>	<p>Math Connects: pp. 604J, 607, 608B, 608-611, 612A, 612B, 615, 616-619, 620-621, 623, 627, 644-647, 649, 651, 654, 655, P4-P5 IMPACT Mathematics: pp. T3, T5, T13, T17, T25, T35, T88, T89, T92, T94, T101</p>
<p>5.3.G Draw quadrilaterals and triangles from given information about sides and angles.</p>	<p>Math Connects: pp. 566, 567, 569, 570B, 570, 573, 611, 612B IMPACT Mathematics: pp. T5, T13, T35, T101</p>
<p>5.3.H Determine the number and location of lines of symmetry in triangles and quadrilaterals.</p>	<p>Math Connects: pp. 582A, 591A</p>
<p>5.3.I Solve single- and multi-step word problems about the perimeters and areas of quadrilaterals and triangles and verify the solutions.</p>	<p>Math Connects: pp. 608, 609, 610, 611, 616B, 616-619, 644B, 644-647, 648B, 648-649, P4-P5 IMPACT Mathematics: p. T92</p>

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<p>5.4. Core Content: <i>Representations of algebraic relationships</i> (Operations, Geometry/Measurement, Algebra) Students continue their development of algebraic thinking as they move toward more in-depth study of algebra in middle school. They use variables to write simple algebraic expressions describing patterns or solutions to problems. They use what they have learned about numbers and operations to evaluate simple algebraic expressions and to solve simple equations. Students make tables and graphs from linear equations to strengthen their understanding of algebraic relationships and to see the mathematical connections between algebra and geometry. These foundational algebraic skills allow students to see where mathematics, including algebra, can be used in real situations, and these skills prepare students for success in future grades.</p>	
<p>Performance Expectations</p>	
<p><i>Students are expected to:</i></p>	
<p>5.4.A Describe and create a rule for numerical and geometric patterns and extend the patterns.</p>	<p>Math Connects: pp. 6-7, 103-105, 139, 149-151, 183, 208-209, 210-213, 214-215, 219-222, 228, 394B, 394-395, 401, 413, 457, 497, 563, 577 IMPACT Mathematics: pp. T11, T12D, T19, T20, T21, T22, T83</p>
<p>5.4.B Write a rule to describe the relationship between two sets of data that are linearly related.</p>	<p>Math Connects: pp. 208-209, 210-213, 214-215, 219-222, 228 IMPACT Mathematics: pp. T11, T12C, T12D, T19, T20, T21, T22, T73, T74</p>
<p>5.4.C Write algebraic expressions that represent simple situations and evaluate the expressions, using substitution when variables are involved.</p>	<p>Math Connects: pp. 188, 193-195, 198-201, 202A-204, 205, 219-222, 223, 225, 226, LA22A, LA22B, LA22, LA23, LA24, LA25 IMPACT Mathematics: pp. T1, T2, T2C, T2D, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T16</p>
<p>5.4.D Graph ordered pairs in the coordinate plane for two sets of data related by a linear rule and draw the line they determine.</p>	<p>Math Connects: pp. 254B, 263, 264-265 In addition refer to: Math Connects: pp. 250B, 250-252, 253, 254A, 254-257, 258-259, 260A, 270, 271, 273, 578-581, 582-585, 586-590, 599, 600 IMPACT Mathematics: pp. T12C, T12D, T19, T73, T74</p>

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<p>5.5. Additional Key Content <i>(Numbers, Data/Statistics/Probability)</i> Students extend their work with common factors and common multiples as they deal with prime numbers. Students extend and reinforce their use of numbers, operations, and graphing to describe and compare data sets for increasingly complex situations they may encounter in other school subjects and in their lives.</p>	
<p>Performance Expectations</p>	
<p><i>Students are expected to:</i></p>	
<p>5.5.A Classify numbers as prime or composite.</p>	<p>Math Connects: pp. 376-377, 378B, 378-381, 411 IMPACT Mathematics: pp. T45, T47, T49, T51, R21</p>
<p>5.5.B Determine and interpret the mean of a small data set of whole numbers.</p>	<p>Math Connects: pp. 279-281, 285-288, 323, R63</p>
<p>5.5.C Construct and interpret line graphs.</p>	<p>Math Connects: pp. 306-310, 311, 313, 316, 317, 326, 536, P7 IMPACT Mathematics: pp. T71, T72, T73, T74, T76</p>
<p>5.6. Core Processes: Reasoning, problem solving, and communication Students in grade five solve problems that extend their understanding of core mathematical concepts—such as division of multi-digit numbers, perimeter, area, addition and subtraction of fractions and decimals, and use of variables in expressions and equations—as they make strategic decisions leading to reasonable solutions. Students use pictures, symbols, or mathematical language to explain the reasoning behind their decisions and solutions. They further develop their problem-solving skills by making generalizations about the processes used and applying these generalizations to similar problem situations. These critical reasoning, problem-solving, and communication skills represent the kind of mathematical thinking that equips students to use the mathematics they know to solve a growing range of useful and important problems and to make decisions based on quantitative information.</p>	
<p>Performance Expectations</p>	
<p><i>Students are expected to:</i></p>	
<p>5.6.A Determine the question(s) to be answered given a problem situation.</p> <p><i>Continued on next page...</i></p>	<p>Math Connects: pp. 24-25, 40-41, 48-49, 52, 54, 68-69, 74-75, 76-77, 94, 95, 120-121, 130-131, 136-137, 141, 142, 166-167, 178-179, 180-181, 185, 186, 196-197, 206-207, 216-217, 225, 227, 248-249, 258-259, 266-267, 270, 272, 282-283, 304-305, 320-321,</p>

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<p>5.6.B Identify information that is given in a problem and decide whether it is essential or extraneous to the solution of the problem.</p>	<p>Math Connects: pp. 24-25, 48-49, 52, 54, 68-69, 74-75, 94, 95, 120-121, 136-137, 141, 142, 166-167, 180-181, 185, 186, 196-197, 206-207, 225, 227, 248-249, 266-267, 270, 272, 282-283, 320-321, 323, 326, 344-345, 360-361, 364, 366, 394-395, 400-401, 413, 414, 442-443, 456-457, 468, 482-483, 496-497, 505, 507, 522-523, 544-545, 547, 550, 562-563, 576-577, 597, 599, 628-629, 648-649, 652, 654, 674-675, 682-683, 686 IMPACT Mathematics: pp. T2D, T9-T10, T21-T22, T31-T32, T34D, T41-T42, T44D, T53-T54, T65-T66, T75-T76, T78D, T85-T86, T88D, T95-T96, T105-T106</p>
<p>5.6.C Determine whether additional information is needed to solve the problem.</p>	<p>Math Connects: pp. 136-137, 142 IMPACT Mathematics: pp. T2D, T9-T10, T21-T22, T31-T32, T34D, T41-T42, T44D, T53-T54, T65-T66, T75-T76, T78D, T85-T86, T88D, T95-T96, T105-T106</p>
<p>5.6.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p><i>Continued on next page...</i></p>	<p>Math Connects: pp. 24-25, 48-49, 52, 54, 68-69, 74-75, 94, 95, 120-121, 136-137, 141, 142, 166-167, 180-181, 185, 186, 196-197, 206-207, 225, 227, 248-249, 266-267, 270, 272, 282-283, 320-321, 323, 326, 344-345, 360-361, 364, 366, 394-395, 400-401, 413, 414, 442-443, 456-457, 468, 482-483, 496-497, 505, 507, 522-523,</p>

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<p>5.6.E Select and use one or more appropriate strategies to solve a problem, and explain the choice of strategy.</p>	<p>Math Connects: pp. 180-181, 186, 206-207, 227, 266-267, 272, 282-283, 323, 360-361, 366, 400-401, 414, 456-457, 468, 496-497, 507, 544-545, 550, 576-577, 599, 648-649, 654, 682-683, 686 IMPACT Mathematics: pp. T2D, T9-T10, T21-T22, T31-T32, T34D, T41-T42, T44D, T53-T54, T65-T66, T75-T76, T78D, T85-T86, T88D, T95-T96, T105-T106</p>
<p>5.6.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p>	<p>Math Connects: pp. 24-25, 40-41, 48-49, 52, 54, 68-69, 74-75, 76-77, 94, 95, 120-121, 130-131, 136-137, 141, 142, 166-167, 178-179, 180-181, 185, 186, 196-197, 206-207, 216-217, 225, 227, 248-249, 258-259, 266-267, 270, 272, 282-283, 304-305, 320-321, 323, 326, 344-345, 354-355, 360-361, 364, 366, 394-395, 400-401, 408-409, 413, 414, 442-443, 456-457, 462-463, 468, 482-483, 496-497, 498-499, 505, 507, 522-523, 542-543, 544-545, 547, 550, 562-563, 576-577, 594-595, 597, 599, 628-629, 636-637, 648-649, 652, 654, 664-665, 674-675, 682-683, 686 IMPACT Mathematics: pp. T2D, T9-T10, T21-T22, T31-T32, T34D, T41-T42, T44D, T53-T54, T65-T66, T75-T76, T78D, T85-T86, T88D, T95-T96, T105-T106</p>
<p>5.6.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.</p> <p><i>Continued on next page...</i></p>	<p>Math Connects: pp. 180-181, 186, 206-207, 227, 266-267, 272, 282-283, 323, 360-361, 366, 400-401, 414, 456-457, 468, 496-497, 507, 544-545, 550, 576-577, 599, 648-649, 654, 682-683, 686</p>

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<p>5.6.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p>Math Connects: pp. 24-25, 48-49, 52, 54, 68-69, 74-75, 94, 95, 120-121, 136-137, 141, 142, 166-167, 180-181, 185, 186, 196-197, 206-207, 225, 227, 248-249, 266-267, 270, 272, 282-283, 320-321, 323, 326, 344-345, 360-361, 364, 366, 394-395, 400-401, 413, 414, 442-443, 456-457, 468, 482-483, 496-497, 505, 507, 522-523, 544-545, 547, 550, 562-563, 576-577, 597, 599, 628-629, 648-649, 652, 654, 674-675, 682-683, 686</p> <p>IMPACT Mathematics: pp. T2D, T9-T10, T21-T22, T31-T32, T34D, T41-T42, T44D, T53-T54, T65-T66, T75-T76, T78D, T85-T86, T88D, T95-T96, T105-T106</p>
<p>5.6.I Summarize mathematical information, draw conclusions, and explain reasoning.</p>	<p>Math Connects: pp. 344-345, 361, 364, 522-523, 545, 547, 562-563, 577, 597, 648</p> <p>IMPACT Mathematics: pp. T2D, T9-T10, T21-T22, T31-T32, T34D, T41-T42, T44D, T53-T54, T65-T66, T75-T76, T78D, T85-T86, T88D, T95-T96, T105-T106</p>
<p>5.6.J Make and test conjectures based on data (or information) collected from explorations and experiments.</p>	<p>Math Connects: pp. 48-49, 54, 74-75, 95, 181, 206-207, 267, 283, 361, 400-401</p> <p>IMPACT Mathematics: pp. T2D, T9-T10, T21-T22, T31-T32, T34D, T41-T42, T44D, T53-T54, T65-T66, T75-T76, T78D, T85-T86, T88D, T95-T96, T105-T106</p>