

NCTM Standard**Houghton Mifflin *MATHEMATICS***

Number and Operations Standard	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems	
<ul style="list-style-type: none"> understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals; 	TE: 2–5, 16–21, 25, 32–35, 71, 121, 129, 518–519 PE: 2–5, 16–21, 32–35, 121, 518–519
<ul style="list-style-type: none"> recognize equivalent representations for the same number and generate them by decomposing and composing numbers; 	TE: 4–5, 18–19, 32–35, 81, 512–517 PE: 4–5, 18–19, 32–35, 512–517
<ul style="list-style-type: none"> develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers; 	TE: 484–487, 500–501 PE: 484–487, 500–501
<ul style="list-style-type: none"> use models, benchmarks, and equivalent forms to judge the size of fractions; 	TE: 488–490, 492–495, 500, 512 PE: 488–490, 492–495, 500, 512
<ul style="list-style-type: none"> recognize and generate equivalent forms of commonly used fractions, decimals, and percents; 	TE: 492–495, 512–517 PE: 492–495, 512–517
<ul style="list-style-type: none"> explore numbers less than 0 by extending the number line and through familiar applications; 	TE: 176–177, 192–193 PE: 176–177, 192–193
<ul style="list-style-type: none"> describe classes of numbers (e.g., odds, primes, squares, and multiples) according to characteristics such as the nature of their factors. 	TE: 27, 80–82, 155, 214, 218, 254–257, 275–276, 542, 544–545 PE: 27, 80–82, 155, 214, 218, 254–257, 275–276, 542, 544–545
Understand meanings of operations and how they relate to one another	
<ul style="list-style-type: none"> understand various meanings of multiplication and division; 	TE: 210–211, 212 352–355, 564 PE: 210–211, 212 352–355, 564
<ul style="list-style-type: none"> understand the effects of multiplying and dividing whole numbers; 	TE: 213–216, 352–353 PE: 213–216, 352–353
<ul style="list-style-type: none"> identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems; 	TE: 212–213, 218, 220, 222, 258, 260, 268, 356–360, 362, 370, 374, 396–399, 402, 408, 410, 414, 416, 424, 428, 567, 576–577, 580–581 PE: 212–213, 218, 220, 222, 258, 260, 268, 356–360, 362, 370, 374, 396–399, 402, 408, 410, 414, 416, 424, 428, 567, 576–577, 580–581
<ul style="list-style-type: none"> understand and use properties of operations, such as the distributivity of multiplication over addition. 	TE: 102–103, 126–127, 214–216, 228–229, 254, 278–279 PE: 102–103, 126–127, 214–216, 228–229, 254, 278–279
Compute fluently and make reasonable estimates	
<ul style="list-style-type: none"> develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 3050; 	TE: 398–399, 544–545 PE: 398–399, 544–545
<ul style="list-style-type: none"> develop fluency in adding, subtracting, 	TE: 107, 116–121, 131, 138–141, 218–223,

Houghton Mifflin *MATHEMATICS*

Level 3

correlated to

NCTM Standards 2000

NCTM Standard

Houghton Mifflin *MATHEMATICS*

<p>multiplying, and dividing whole numbers;</p>	<p>228–233, 236–237, 256–262, 268–271, 274–279, 354–363, 370–371, 374–377, 396–403, 408–411, 414–419, 544–553, 564–569, 574–581 PE: 107, 116–121, 131, 138–141, 218–223, 228–233, 236–237, 256–262, 268–271, 274–279, 354–363, 370–371, 374–377, 396–403, 408–411, 414–419, 544–553, 564–569, 574–581</p>
<ul style="list-style-type: none"> develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results; 	<p>TE: 110–113, 134–135, 259, 271, 379, 523, 558 PE: 110–113, 134–135, 259, 271, 379, 523, 558</p>
<ul style="list-style-type: none"> develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience; 	<p>TE: 523 PE: 523</p>
<ul style="list-style-type: none"> use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals; 	<p>TE: 504–507, 520–522, 549, 567 PE: 504–507, 520–522</p>
<ul style="list-style-type: none"> select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tools. 	<p>TE: 10, 60, 188–189, 191, 201, 216, 259, 319, 358, 400, 506 PE: 10, 60, 188–189, 191, 201, 216, 259, 319, 358, 400, 506</p>
<p>Algebra Standard</p>	
<p>Understand patterns, relations, and functions</p>	
<ul style="list-style-type: none"> describe, extend, and make generalizations about geometric and numeric patterns; 	<p>TE: 7, 10, 29, 43, 57, 73, 106, 275, 301, 308–309, 315, 324–325, 337, 301, 308–309, 315, 324–325, 445, 506, 544–545 PE: 7, 10, 29, 43, 57, 73, 106, 275, 301, 308–309, 315, 324–325, 337, 301, 308–309, 315, 324–325, 445, 506, 544–545</p>
<ul style="list-style-type: none"> represent and analyze patterns and functions, using words, tables, and graphs. 	<p>TE: 106, 130, 165, 223, 369, 383, 387, 418, 433, 454–455, 522 PE: 106, 130, 165, 223, 369, 383, 387, 418, 433, 454–455, 522</p>
<p>Represent and analyze mathematical situations and structures using algebraic symbols</p>	
<ul style="list-style-type: none"> identify such properties as commutativity, associativity, and distributivity and use them to compute with whole numbers; 	<p>TE: 102–103, 126–127, 214–216, 228–229, 254, 278–279 PE: 102–103, 126–127, 214–216, 228–229, 254, 278–279</p>
<ul style="list-style-type: none"> represent the idea of a variable as an unknown quantity using a letter or a symbol; 	<p>TE: 221, 401–403, 416, 493, 579 PE: 221, 401–403, 416, 493, 579</p>
<ul style="list-style-type: none"> express mathematical relationships using equations. Use mathematical models to represent and understand quantitative 	<p>TE: 165, 166, 171, 173, 185, 187, 191, 221, 335, 363, 371, 401–403, 412–413, 505, 579, 581 PE: 166, 171, 173, 185, 187, 191, 221, 335, 363,</p>

Houghton Mifflin *MATHEMATICS*

Level 3

correlated to

NCTM Standards 2000

NCTM Standard

Houghton Mifflin *MATHEMATICS*

relationships	371, 401–403, 412–413, 505, 579, 581
<ul style="list-style-type: none"> model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions. 	TE: 5, 16, 19, 26, 33, 36–37, 63, 75, 76, 89, 135, 149, 161, 165, 166, 168–169, 191, 234–235, 238–239, 268, 270, 287, 329, 333, 355, 388, 396, 412–413, 417, 442, 446–447, 460, 461, 464, 465, 477, 495, 524, 525, 557, 559, 565 PE: 5, 16, 19, 26, 33, 36–37, 63, 75, 76, 89, 135, 149, 161, 165, 166, 168–169, 191, 234–235, 238–239, 268, 270, 287, 329, 333, 355, 388, 396, 412–413, 417, 442, 446–447, 460, 461, 464, 465, 477, 495, 524, 525, 557, 559, 565
Analyze change in various contexts	
<ul style="list-style-type: none"> investigate how a change in one variable relates to a change in a second variable; 	TE: 106, 130, 165, 223, 369, 383, 387, 418, 433, 454–455, 522 PE: 106, 130, 165, 223, 369, 383, 387, 418, 433, 454–455, 522
<ul style="list-style-type: none"> identify and describe situations with constant or varying rates of change and compare them. 	TE: 165, 433, 454–455 PE: 165, 433, 454–455
Geometry Standard	
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	
<ul style="list-style-type: none"> identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes; 	TE: 302–307, 313, 328–329, 399, 417 PE: 302–307, 328–329
<ul style="list-style-type: none"> classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids; 	TE: 302–307, 313, 328–329, 417 PE: 302–307, 328–329
<ul style="list-style-type: none"> investigate, describe, and reason about the results of subdividing, combining, and transforming shapes; 	TE: 301, 303, 308–309, 322, 328 PE: 301, 303, 308–309, 322, 328
<ul style="list-style-type: none"> explore congruence and similarity; 	TE: 312–315 PE: 312–315
<ul style="list-style-type: none"> make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions. 	TE: 296–297, 300, 303, 305, 307, 308–309, 314, 322 PE: 296–297, 300, 303, 305, 307, 308–309, 314, 322
Specify locations and describe spatial relationships using coordinate geometry and other representational systems	
<ul style="list-style-type: none"> describe location and movement using common language and geometric vocabulary; 	TE: 452–453 PE: 452–453
<ul style="list-style-type: none"> make and use coordinate systems to specify locations and to describe paths; 	TE: 452–453 PE: 452–453
<ul style="list-style-type: none"> find the distance between points along horizontal and vertical lines of a coordinate system. 	TE: See Level 4. PE: See Level 4.

Houghton Mifflin *MATHEMATICS*

Level 3

correlated to

NCTM Standards 2000

NCTM Standard

Houghton Mifflin *MATHEMATICS*

Apply transformations and use symmetry to analyze mathematical situations	
• predict and describe the results of sliding, flipping, and turning two-dimensional shapes;	TE: 301 PE: 301
• describe a motion or a series of motions that will show that two shapes are congruent;	TE: 312–314 PE: 312–314
• identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs.	TE: 316–317 PE: 316–317
Use visualization, spatial reasoning, and geometric modeling to solve problems	
• build and draw geometric objects;	TE: 300–301, 303, 305, 317, 323, 349, 357, 399, 417 PE: 300–301, 303, 305, 317, 323, 349
• create and describe mental images of objects, patterns, and paths;	TE: 308–309, 314, 322, 324–325, 335 PE: 308–309, 314, 322, 324–325, 335
• identify and build a three-dimensional object from two-dimensional representations of that object;	TE: See Level 4. PE: See Level 4.
• identify and build a two-dimensional representation of a three-dimensional object;	TE: 349 PE: 349
• use geometric models to solve problems in other areas of mathematics, such as number and measurement;	TE: 318–323, 332–335, 336–337 PE: 318–323, 332–335, 336–337
• recognize geometric ideas and relationships and apply them to other disciplines and to problems that arise in the classroom or in everyday life.	TE: 305, 307, 319, 324–325, 336–337 PE: 305, 307, 319, 324–325, 336–337
Measurement Standard	
Understand measurable attributes of objects and the units, systems, and processes of measurement	
• understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute;	TE: 160–175, 182–187, 190–191, 298–300, 320–323, 332–335 PE: 160–175, 182–187, 190–191, 298–300, 320–323, 332–335
• understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems;	TE: 160–177, 182–187, 190–193 PE: 160–177, 182–187, 190–193
• carry out simple unit conversions, such as from centimeters to meters, within a system of measurement;	TE: 164–171, 173, 185, 187, 191 PE: 164–171, 173, 185, 187, 191
• understand that measurements are approximations and how differences in units affect precision;	TE: 162–163, 182–183 PE: 162–163, 182–183
• explore what happens to measurements of a two-dimensional shape such as its perimeter and area when the shape is changed in some way.	TE: 323, 357, 375 PE: 323
Apply appropriate techniques, tools, and formulas to determine measurements	
• develop strategies for estimating the perimeters, areas, and volumes of	TE: 320–321, 332–333, 357, 375, 449 PE: 320–321, 332–333

Houghton Mifflin *MATHEMATICS*

Level 3

correlated to

NCTM Standards 2000

NCTM Standard

Houghton Mifflin *MATHEMATICS*

irregular shapes;	
<ul style="list-style-type: none"> select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles; 	TE: 68–72, 74–75, 160–175, 182–187, 190–191, 298–300, 320–323, 332–335 PE: 68–72, 74–75, 160–175, 182–187, 190–191, 298–300, 320–323, 332–335
<ul style="list-style-type: none"> select and use benchmarks to estimate measurements; 	TE: 72, 82, 83, 165, 168–169, 173, 177, 183, 185, 190–191, 193, 320–321, 332–333 PE: 72, 82, 83, 165, 168–169, 173, 177, 183, 185, 190–191, 193, 320–321, 332–333
<ul style="list-style-type: none"> develop, understand, and use formulas to find the area of rectangles and related triangles and parallelograms; 	TE: See Level 4. PE: See Level 4.
<ul style="list-style-type: none"> develop strategies to determine the surface areas and volumes of rectangular solids. 	TE: 332–337 PE: 332–337
Data Analysis and Probability Standard	
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	
<ul style="list-style-type: none"> design investigations to address a question and consider how data-collection methods affect the nature of the data set; 	TE: 438–439, 443, 461 PE: 438–439
<ul style="list-style-type: none"> collect data using observations, surveys, and experiments; 	TE: 438–439, 443, 460–463, 465, 505, 521 PE: 438–439, 460–463, 465
<ul style="list-style-type: none"> represent data using tables and graphs such as line plots, bar graphs, and line graphs; 	TE: 438–443, 448–450, 452–455, 460–463, 505, 521 PE: 438–443, 448–450, 452–455, 460–463
<ul style="list-style-type: none"> recognize the differences in representing categorical and numerical data. 	TE: 438–451, 452–455 PE: 438–451, 452–455
Select and use appropriate statistical methods to analyze data	
<ul style="list-style-type: none"> describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed; 	TE: 440–441, 446–447 PE: 440–441, 446–447
<ul style="list-style-type: none"> use measures of center, focusing on the median, and understand what each does and does not indicate about the data set; 	TE: 440–441 PE: 440–441
<ul style="list-style-type: none"> compare different representations of the same data and evaluate how well each representation shows important aspects of the data. 	TE: 440, 442–443, 445, 449 PE: 440, 442–443, 445, 449
Develop and evaluate inferences and predictions that are based on data	
<ul style="list-style-type: none"> propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions. 	TE: 439, 443, 444, 446–447, 458–459, 464–465, 505, 521 PE: 439, 444, 446–447, 458–459, 464–465
Understand and apply basic concepts of probability	
<ul style="list-style-type: none"> describe events as likely or unlikely and discuss the degree of likelihood using 	TE: 458–459, 461, 521 PE: 458–459

Houghton Mifflin *MATHEMATICS*

Level 3

correlated to

NCTM Standards 2000

NCTM Standard

Houghton Mifflin *MATHEMATICS*

such words as certain, equally likely, and impossible;	
<ul style="list-style-type: none"> predict the probability of outcomes of simple experiments and test the predictions; 	TE: 461, 463, 464–467, 505, 521 PE: 463, 464–467
<ul style="list-style-type: none"> understand that the measure of the likelihood of an event can be represented by a number from 0 to 1. 	TE: See Level 4. PE: See Level 4.
Problem Solving Standard	
Instructional programs from prekindergarten through grade 12 should enable all students to—	
<ul style="list-style-type: none"> build new mathematical knowledge through problem solving; 	TE: 28–29, 36–37, 76–77, 84–85, 122–123, 142–143, 178–179, 194–195, 234–235, 238–239, 272–273, 280–281, 324–325, 336–337, 372–373, 378–379, 412–413, 420–421, 454–455, 466–467, 496–497, 526–527, 560–561, 582–583 PE: 28–29, 36–37, 76–77, 84–85, 122–123, 142–143, 178–179, 194–195, 234–235, 238–239, 272–273, 280–281, 324–325, 336–337, 372–373, 378–379, 412–413, 420–421, 454–455, 466–467, 496–497, 526–527, 560–561, 582–583
<ul style="list-style-type: none"> solve problems that arise in mathematics and in other contexts; 	TE: 35, 36–37, 79, 84–85, 133, 142–143, 163, 194–195, 221, 238–239, 261, 280–281, 307, 336–337, 371, 378–379, 415, 420–421, 465, 466–467, 501, 517, 526–527, 553, 577, 582–583 PE: 35, 36–37, 79, 84–85, 133, 142–143, 163, 194–195, 221, 238–239, 261, 280–281, 307, 336–337, 371, 378–379, 415, 420–421, 465, 466–467, 501, 517, 526–527, 553, 577, 582–583
<ul style="list-style-type: none"> apply and adapt a variety of appropriate strategies to solve problems; 	TE: 13, 28–29, 65, 76–77, 113, 122–123, 178–179, 189, 225, 234–235, 265, 272–273, 309, 324–325, 365, 372–373, 405, 412–413, 447, 454–455, 496–497, 509, 560–561, 571 PE: 13, 28–29, 65, 76–77, 113, 122–123, 178–179, 189, 225, 234–235, 265, 272–273, 309, 324–325, 365, 372–373, 405, 412–413, 447, 454–455, 496–497, 509, 560–561, 571
<ul style="list-style-type: none"> monitor and reflect on the process of mathematical problem solving. 	TE: 28–29, 36–37, 76–77, 84–85, 122–123, 142–143, 178–179, 194–195, 234–235, 238–239, 272–273, 280–281, 324–325, 336–337, 372–373, 378–379, 412–413, 420–421, 454–455, 466–467, 496–497, 526–527, 560–561, 582–583 PE: 28–29, 36–37, 76–77, 84–85, 122–123, 142–143, 178–179, 194–195, 234–235, 238–239, 272–273, 280–281, 324–325, 336–337, 372–373, 378–379, 412–413, 420–421, 454–455, 466–467, 496–497, 526–527, 560–561, 582–583

Houghton Mifflin *MATHEMATICS*

Level 3

correlated to

NCTM Standards 2000

NCTM Standard

Houghton Mifflin *MATHEMATICS*

Reasoning and Proof Standard	
Instructional programs from prekindergarten through grade 12 should enable all students to—	
<ul style="list-style-type: none"> recognize reasoning and proof as fundamental aspects of mathematics; 	TE: 34, 54, 74, 110, 120, 129, 138, 140, 172, 220, 278, 322, 334, 356, 370, 402, 440, 494, 548, 558, 567, 575, 580 PE: 34, 54, 74, 110, 120, 129, 138, 140, 172, 220, 278, 322, 334, 356, 370, 402, 440, 494, 548, 558, 567, 575, 580
<ul style="list-style-type: none"> make and investigate mathematical conjectures; 	TE: 12–13, 28, 36, 64–65, 76, 84, 112–113, 122–123, 142, 178, 194, 234, 238, 272, 280, 324, 336, 364–365, 372, 378, 412, 420, 454, 466, 496, 526, 560, 582 PE: 12–13, 28, 36, 64–65, 76, 84, 112–113, 122–123, 142, 178, 194, 234, 238, 272, 280, 324, 336, 364–365, 372, 378, 412, 420, 454, 466, 496, 526, 560, 582
<ul style="list-style-type: none"> develop and evaluate mathematical arguments and proofs; 	TE: 34, 110, 138, 186, 190, 222, 258, 298, 322, 334, 370, 449, 464, 494, 558, 567, 580 PE: 34, 110, 138, 186, 190, 222, 258, 298, 322, 334, 370, 449, 464, 494, 558, 567, 580
<ul style="list-style-type: none"> select and use various types of reasoning and methods of proof. 	TE: 10, 45, 76–77, 93, 130, 151, 166, 187, 247, 289, 307, 330, 345, 361, 387, 429, 444, 451, 475, 485, 535, 550, 581, 591 PE: 10, 45, 76–77, 93, 130, 151, 166, 187, 247, 289, 307, 330, 345, 361, 387, 429, 444, 451, 475, 485, 535, 550, 581, 591
Communication Standard	
Instructional programs from prekindergarten through grade 12 should enable all students to—	
<ul style="list-style-type: none"> organize and consolidate their mathematical thinking through communication; 	TE: 13, 17, 19, 26, 47, 72, 82, 95, 113, 121, 123, 133, 135, 153, 193, 205, 237, 271, 279, 305, 307, 323, 330, 347, 375, 389, 400, 403, 405, 431, 41, 450, 459, 465, 513, 522, 550, 579, 593 PE: 13, 17, 19, 26, 47, 72, 82, 95, 113, 121, 123, 133, 135, 153, 193, 205, 237, 271, 279, 305, 307, 323, 330, 347, 375, 389, 400, 403, 405, 431, 41, 450, 459, 465, 513, 522, 550, 579, 593
<ul style="list-style-type: none"> communicate their mathematical thinking coherently and clearly to peers, teachers, and others; 	TE: 17, 161, 169, 213, 257, 276, 321, 333, 355, 397, 439, 462, 467, 493, 525, 547, 565, 583 PE: 17, 161, 169, 213, 257, 276, 321, 333, 355, 397, 439, 462, 467, 493, 525, 547, 565, 583
<ul style="list-style-type: none"> analyze and evaluate the mathematical thinking and strategies of others; 	TE: 23, 73, 82, 118, 127, 130, 169, 174, 185, 223, 261, 300, 303, 319, 358, 417, 453, 495, 515, 547, 577 PE: 23, 73, 82, 118, 127, 130, 169, 174, 185, 223, 261, 300, 303, 319, 358, 417, 453, 495, 515, 547, 577

Houghton Mifflin *MATHEMATICS*

Level 3

correlated to

NCTM Standards 2000

NCTM Standard

Houghton Mifflin *MATHEMATICS*

<ul style="list-style-type: none"> use the language of mathematics to express mathematical ideas precisely. 	<p><i>Reading Mathematics</i> is featured at the beginning of each chapter.</p> <p>TE: 2–3, 52–53, 100–101, 158–159, 210–211, 254–255, 296–297, 352–353, 394–395, 436–437, 482–483, 542–543</p> <p>PE: 2–3, 52–53, 100–101, 158–159, 210–211, 254–255, 296–297, 352–353, 394–395, 436–437, 482–483, 542–543</p>
<p>Connections Standard</p>	
<p>Instructional programs from prekindergarten through grade 12 should enable all students to—</p>	
<ul style="list-style-type: none"> recognize and use connections among mathematical ideas; 	<p>TE: 212–213, 218, 220, 2222, 258, 260, 268, 318–323, 332–335, 336–337, 356–360, 362, 370, 374, 396–399, 402, 408, 410, 414, 416, 424, 428, 567, 576–577, 580–581</p> <p>PE: 212–213, 218, 220, 2222, 258, 260, 268, 318–323, 332–335, 336–337, 356–360, 362, 370, 374, 396–399, 402, 408, 410, 414, 416, 424, 428, 567, 576–577, 580–581</p>
<ul style="list-style-type: none"> understand how mathematical ideas interconnect and build on one another to produce a coherent whole; 	<p>TE: 104–108, 116–121, 126–133, 138–141, 544–553, 556–559, 564–570</p> <p>PE: 104–108, 116–121, 126–133, 138–141, 544–553, 556–559, 564–570</p>
<ul style="list-style-type: none"> recognize and apply mathematics in contexts outside of mathematics. 	<p>TE: 35, 79, 133, 163, 221, 261, 307, 371, 415, 465, 501, 517, 553, 577</p> <p>PE: 35, 79, 133, 163, 221, 261, 307, 371, 415, 465, 501, 517, 553, 577</p>
<p>Representation Standard</p>	
<p>Instructional programs from prekindergarten through grade 12 should enable all students to—</p>	
<ul style="list-style-type: none"> create and use representations to organize, record, and communicate mathematical ideas; 	<p>TE: 234–235, 372–373, 438–443, 448–450, 452–455, 460–463</p> <p>PE: 234–235, 372–373, 438–443, 448–450, 452–455, 460–463</p>
<ul style="list-style-type: none"> select, apply, and translate among mathematical representations to solve problems; 	<p>TE: 23, 36–37, 43, 45, 47, 111, 118, 130, 174, 233, 250, 303, 305, 324–325, 330, 335, 358, 375, 436–437, 442–447, 450, 461, 470, 471, 506, 513, 515, 550, 575</p> <p>PE: 23, 36–37, 43, 45, 47, 111, 118, 130, 174, 233, 250, 303, 305, 324–325, 330, 335, 358, 375, 436–437, 442–447, 450, 461, 470, 471, 506, 513, 515, 550, 575</p>
<ul style="list-style-type: none"> use representations to model and interpret physical, social, and mathematical phenomena. 	<p>TE: 4–5, 73, 234–235, 301, 308–309, 315, 372–373, 438–443, 445, 448–450, 452–455, 460–463, 504–506</p> <p>PE: 4–5, 73, 234–235, 301, 308–309, 315, 372–373, 438–443, 445, 448–450, 452–455, 460–463, 504–506</p>