

Correlations to Texas Essential Knowledge and Skills (TEKS)					
Chapter	Chapter 111. Mathematics				
Subchapter	Subchapter C. High School				
Course	§111.34. Geometry.				
Publisher	CORD Communications, Inc.				
Program Title	Geometry				
ISBN	1578373360				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
01. Geometric structure. The student understands the structure of, and relationships within, an axiomatic system. The student is expected to:	A. develop an awareness of the structure of a mathematical system, connecting definitions, postulates, logical reasoning, and theorems;	>>>>>	1578373360	74-79 85-88 89-94 95-102 149	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Definition box for postulate
01. Geometric structure. The student understands the structure of, and relationships within, an axiomatic system. The student is expected to:	B. recognize the historical development of geometric systems and know mathematics is developed for a variety of purposes; and	01. recognize the historical development of geometric systems	1578373360	28, 111, 167, 270, 426, 545, 605, 638, 690	Cultural Connection
01. Geometric structure. The student understands the structure of, and relationships within, an axiomatic system. The student is expected to:	B. recognize the historical development of geometric systems and know mathematics is developed for a variety of purposes; and	02. know mathematics is developed for a variety of purposes	1578373360	190-199 373-385 444-453	Math Applications Math Applications Math Applications
01. Geometric structure. The student understands the structure of, and relationships within, an axiomatic system. The student is expected to:	C. compare and contrast the structures and implications of Euclidean and non-Euclidean geometries.	>>>>>	1578373360	167	Cultural Connection
02. Geometric structure. The student analyzes geometric relationships in order to make and verify conjectures. The student is expected to:	A. use constructions to explore attributes of geometric figures and to make conjectures about geometric relationships; and	01. use constructions to explore attributes of geometric figures	1578373360	36-43 46-50	Examples and Exercises Math Lab
02. Geometric structure. The student analyzes geometric relationships in order to make and verify conjectures. The student is expected to:	A. use constructions to explore attributes of geometric figures and to make conjectures about geometric relationships; and	02. use constructions to make conjectures about geometric relationships	1578373360	36-43 46-50	Examples and Exercises Math Lab

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02. Geometric structure. The student analyzes geometric relationships in order to make and verify conjectures. The student is expected to:	B. make conjectures about angles, lines, polygons, circles, and three-dimensional figures and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic.	01. make conjectures about angles and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic	1578373360	26-29 103-109 155-161	Examples and Exercises Examples and Exercises Examples and Exercises
02. Geometric structure. The student analyzes geometric relationships in order to make and verify conjectures. The student is expected to:	B. make conjectures about angles, lines, polygons, circles, and three-dimensional figures and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic.	02. make conjectures about lines, and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic	1578373360	30-34 110-114 122 148-154	Examples and Exercises Examples and Exercises Math Lab Examples and Exercises
02. Geometric structure. The student analyzes geometric relationships in order to make and verify conjectures. The student is expected to:	B. make conjectures about angles, lines, polygons, circles, and three-dimensional figures and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic.	03. make conjectures about polygons, and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic	1578373360	162-170 202-204 254-307	Examples and Exercises Examples and Exercises Entire chapter covers polygon conjectures

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02. Geometric structure. The student analyzes geometric relationships in order to make and verify conjectures. The student is expected to:	B. make conjectures about angles, lines, polygons, circles, and three-dimensional figures and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic.	04. make conjectures about circles, and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic	1578373360	518-524 525-532 533-541 542-549 550-556	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
02. Geometric structure. The student analyzes geometric relationships in order to make and verify conjectures. The student is expected to:	B. make conjectures about angles, lines, polygons, circles, and three-dimensional figures and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic.	05. make conjectures about three-dimensional figures, and determine the validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational, or axiomatic	1578373360	582-588 596-604 605-611 612-618 619-624	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
03. Geometric structure. The student applies logical reasoning to justify and prove mathematical statements. The student is expected to:	A. determine the validity of a conditional statement, its converse, inverse, and contrapositive;	>>>>>	1578373360	80-84	Examples and Exercises
03. Geometric structure. The student applies logical reasoning to justify and prove mathematical statements. The student is expected to:	B. construct and justify statements about geometric figures and their properties;	01. construct statements about geometric figures and their properties	1578373360	103-109 110-114 162-170 231-236 323-330	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
03. Geometric structure. The student applies logical reasoning to justify and prove mathematical statements. The student is expected to:	B. construct and justify statements about geometric figures and their properties;	02. justify statements about geometric figures and their properties	1578373360	108 113 173 211-217	#16-32 #13-22 #1-7 Examples and Exercises

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03. Geometric structure. The student applies logical reasoning to justify and prove mathematical statements. The student is expected to:	C. use logical reasoning to prove statements are true and find counter examples to disprove statements that are false;	01. use logical reasoning to prove statements are true	1578373360	85-88 89-94 95-102 103-109	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
03. Geometric structure. The student applies logical reasoning to justify and prove mathematical statements. The student is expected to:	C. use logical reasoning to prove statements are true and find counter examples to disprove statements that are false;	02. find counter examples to disprove statements that are false	1578373360	69 69-70 71 132	Defined in second paragraph #2 #7-10 #49-50
03. Geometric structure. The student applies logical reasoning to justify and prove mathematical statements. The student is expected to:	D. use inductive reasoning to formulate a conjecture; and	>>>>>	1578373360	68-73 130	Examples and Exercises #38-39
03. Geometric structure. The student applies logical reasoning to justify and prove mathematical statements. The student is expected to:	E. use deductive reasoning to prove a statement.	>>>>>	1578373360	74-79 85-88 89-94 95-102 132	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises #45
04. Geometric structure. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems.	The student is expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems.	01. select an appropriate representation (concrete) in order to solve problems.	1578373360	6-8 112-115 141-142 705-709 525	Activities 1-3 Activities 1-3 Activities 1and 2 Activiites 1-3 Activity 1

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04. Geometric structure. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems.	The student is expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems.	03. select an appropriate representation (graphical) in order to solve problems.	1578373360	82, 83, 85 125 142-144 667 700-701	#11-13, Activity 2.4 #11-13 Examples 1 and 2 #1-5 Example 1
04. Geometric structure. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems.	The student is expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems.	04. select an appropriate representation (verbal) in order to solve problems.	1578373379 1578373360 1578373360 1578373379 1578373379	5 71 164 213 402	R.E.A.C.T. Strategy Think and Discuss Activity 2 Example 2 Think and Discuss

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05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	A. use numeric and geometric patterns to develop algebraic expressions representing geometric properties;	01. use numeric patterns to develop algebraic expressions representing geometric properties	1578373360	390-396 405-412	Examples and Exercises Examples and Exercises
05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	A. use numeric and geometric patterns to develop algebraic expressions representing geometric properties;	02. use geometric patterns to develop algebraic expressions representing geometric properties	1578373360	163-164 166-167 262-264	Activity 1 Activity 3 Activity 1 and Ex 1
05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	B. use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	01. use numeric patterns to make generalizations about geometric properties including properties of polygons	1578373360	316-322 323-330 348-353	Examples and Exercises Examples and Exercises Examples and Exercises

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05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	B. use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	03. use numeric patterns to make generalizations about geometric properties including ratios in similar solids	1578373360	632-636 651-652	Examples and Exercises #11-14
05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	B. use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	04. use numeric patterns to make generalizations about geometric properties including angle relationships in polygons	1578373360	262-267 297-298 299-300	Examples and Exercises #1-6 #14-22

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05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	B. use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	05. use numeric patterns to make generalizations about geometric properties including angle relationships in circles	1578373360	542-549 550-556 571-572 576 577	Examples and Exercises Examples and Exercises #6-10, 17-19 #46-51 #52-59
05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	B. use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	06. use geometric patterns to make generalizations about geometric properties including properties of polygons	1578373360	256-307	Chapter 5
05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	B. use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	07. use geometric patterns to make generalizations about geometric properties including ratios in similar figures	1578373360	316-322 323-330 335-340 361-366	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises

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05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	B. use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	08. use geometric patterns to make generalizations about geometric properties including ratios in similar solids	1578373360	632-636 651-652	Examples and Exercises #11-14
05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	B. use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	09. use geometric patterns to make generalizations about geometric properties including angle relationships in polygons	1578373360	262-267 297-298 299-300	Examples and Exercises #6 #14-22
05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	B. use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	10. use geometric patterns to make generalizations about geometric properties including angle relationships in circles	1578373360	542-549 550-556 571-572 576 577	Examples and Exercises #6-10, 17-19 #46-51 #52-59
05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	C. use properties of transformations and their compositions to make connections between mathematics and the real world, such as tessellations; and	>>>>>	1578373360	664-729	Chapter 11

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05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	D. identify and apply patterns from right triangles to solve meaningful problems, including special right triangles (45-45-90 and 30-60-90) and triangles whose sides are Pythagorean triples.	01. identify and apply patterns from right triangles to solve meaningful problems, including special right triangles (45-45-90 and 30-60-90)	1578373360	335-340 341-347 348-353 354-366	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
05. Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:	D. identify and apply patterns from right triangles to solve meaningful problems, including special right triangles (45-45-90 and 30-60-90) and triangles whose sides are Pythagorean triples.	02. identify and apply patterns from right triangles to solve meaningful problems, including triangles whose sides are Pythagorean triples	1578373360	335-340 341-347 348-353 354-366 375-385	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises Math Applications
06. Dimensionality and the geometry of location. The student analyzes the relationship between three-dimensional geometric figures and related two-dimensional representations and uses these representations to solve problems. The student is expected to:	A. describe and draw the intersection of a given plane with various three-dimensional geometric figures;	01. describe the intersection of a given plane with various three-dimensional geometric figures;	1578373360	637-641 652	Examples and Exercises #15-17

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06. Dimensionality and the geometry of location. The student analyzes the relationship between three-dimensional geometric figures and related two-dimensional representations and uses these representations to solve problems. The student is expected to:	A. describe and draw the intersection of a given plane with various three-dimensional geometric figures;	02. draw the intersection of a given plane with various three-dimensional geometric figures	1578373360	589-595 643-645 657	Examples and Exercises Activity 2 #52-54
06. Dimensionality and the geometry of location. The student analyzes the relationship between three-dimensional geometric figures and related two-dimensional representations and uses these representations to solve problems. The student is expected to:	B. use nets to represent and construct three-dimensional geometric figures; and	>>>>>	1578373360	597-598 599 654	Activity Bottom of page #30-36
06. Dimensionality and the geometry of location. The student analyzes the relationship between three-dimensional geometric figures and related two-dimensional representations and uses these representations to solve problems. The student is expected to:	C. use orthographic and isometric views of three-dimensional geometric figures to represent and construct three-dimensional geometric figures and solve problems.	01. use orthographic views of three-dimensional geometric figures to represent three-dimensional geometric figures and solve problems	1578373360	582-588 650	Examples and Exercises #1-3

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06. Dimensionality and the geometry of location. The student analyzes the relationship between three-dimensional geometric figures and related two-dimensional representations and uses these representations to solve problems. The student is expected to:	C. use orthographic and isometric views of three-dimensional geometric figures to represent and construct three-dimensional geometric figures and solve problems.	02. use orthographic views of three-dimensional geometric figures to construct three-dimensional geometric figures and solve problems	1578373360	582-588 650	Examples and Exercises #1-3
06. Dimensionality and the geometry of location. The student analyzes the relationship between three-dimensional geometric figures and related two-dimensional representations and uses these representations to solve problems. The student is expected to:	C. use orthographic and isometric views of three-dimensional geometric figures to represent and construct three-dimensional geometric figures and solve problems.	03. use isometric views of three-dimensional geometric figures to represent three-dimensional geometric figures and solve problems	1578373360	584-586 586-588	Examples and Exercises Examples and Exercises
06. Dimensionality and the geometry of location. The student analyzes the relationship between three-dimensional geometric figures and related two-dimensional representations and uses these representations to solve problems. The student is expected to:	C. use orthographic and isometric views of three-dimensional geometric figures to represent and construct three-dimensional geometric figures and solve problems.	04. use isometric views of three-dimensional geometric figures to construct three-dimensional geometric figures and solve problems	1578373360	584-586 586-588	Examples and Exercises Examples and Exercises

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07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	A. use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures;	01. use one-dimensional coordinate systems to represent points	1578373360	15 17 64	Ex 3 #17-12 #15
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	A. use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures;	02. use one-dimensional coordinate systems to represent lines	1578373360		
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	A. use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures;	03. use one-dimensional coordinate systems to represent rays	1578373360		

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07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	A. use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures;	05. use one-dimensional coordinate systems to represent figures	1578373360		
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	A. use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures;	06. use two-dimensional coordinate systems to represent points	1578373360	9	#4-5

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07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	A. use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures;	07. use two-dimensional coordinate systems to represent lines	1578373360	9 141-144 146 409 413-420	#5 Examples and Exercises All exercises Examples and Exercises Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	A. use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures;	08. use two-dimensional coordinate systems to represent rays	1578373360	9 397-403	#4 Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	A. use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures;	09. use two-dimensional coordinate systems to represent line segments	1578373360	390-396 406 413-420	Examples and Exercises Examples and Exercises Examples and Exercises

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07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	A. use one- and two-dimensional coordinate systems to represent points, lines, rays, line segments, and figures;	10. use two-dimensional coordinate systems to represent figures	1578373360	390-396 421-428	Examples and Exercises Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	B. use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons; and	01. use slopes to investigate geometric relationships, including parallel lines	1578373360	142-143 419	Examples and Exercises #13, 14, 18
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	B. use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons; and	02. use slopes to investigate geometric relationships, including perpendicular lines	1578373360	415-416 419	Activity #15, 19

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Program Title	Geometry				
ISBN	1578373360				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	B. use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons; and	03. use slopes to investigate geometric relationships, including special segments of triangles	1578373360	421-422	Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	B. use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons; and	04. use slopes to investigate geometric relationships, including special segments of other polygons	1578373360	421-428	Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	B. use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons; and	05. use equations of lines to investigate geometric relationships, including parallel lines	1578373360	141-144 421-428 413-420 421-428	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises

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Subchapter	Subchapter C. High School				
Course	§111.34. Geometry.				
Publisher	CORD Communications, Inc.				
Program Title	Geometry				
ISBN	1578373360				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	B. use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons; and	06. use equations of lines to investigate geometric relationships, including perpendicular lines	1578373360	413-420 421-428	Examples and Exercises Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	B. use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons; and	07. use equations of lines to investigate geometric relationships, including special segments of triangles	1578373360	413-420 421-428	Examples and Exercises Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	B. use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons; and	08. use equations of lines to investigate geometric relationships, including special segments of other polygons	1578373360	421-428	Examples and Exercises

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Course	§111.34. Geometry.				
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Program Title	Geometry				
ISBN	1578373360				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	C. derive and use formulas involving length, slope, and midpoint.	01. derive formulas involving length	1578373360	390-393	Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	C. derive and use formulas involving length, slope, and midpoint.	02. derive formulas involving slope	1578373360	405-406	Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	C. derive and use formulas involving length, slope, and midpoint.	03. derive formulas involving midpoint	1578373360	393-394	Examples and Exercises

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Subchapter	Subchapter C. High School				
Course	§111.34. Geometry.				
Publisher	CORD Communications, Inc.				
Program Title	Geometry				
ISBN	1578373360				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	C. derive and use formulas involving length, slope, and midpoint.	04. use formulas involving length	1578373360	390-396	Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	C. derive and use formulas involving length, slope, and midpoint.	05. use formulas involving slope	1578373360	405-412	Examples and Exercises
07. Dimensionality and the geometry of location. The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly. The student is expected to:	C. derive and use formulas involving length, slope, and midpoint.	06. use formulas involving midpoint	1578373360	390-396	Examples and Exercises

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Course	§111.34. Geometry.				
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Program Title	Geometry				
ISBN	1578373360				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	A. find areas of regular polygons, circles, and composite figures;	01. find areas of regular polygons	1578373360	458 477-480 505	Area of a Square Examples and Exercises #6-11
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	A. find areas of regular polygons, circles, and composite figures;	02. find areas of circles	1578373360	483-486 506 508	Examples and Exercises #15-16, 18 #31-33
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	A. find areas of regular polygons, circles, and composite figures;	03. find areas of composite figures	1578373360	460-461 463 504 509	Example 1 #5-7, 16 #1-5 #41

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ISBN	1578373360				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	B. find areas of sectors and arc lengths of circles using proportional reasoning;	01. find areas of sectors using proportional reasoning	1578373360		
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	B. find areas of sectors and arc lengths of circles using proportional reasoning;	02. find arc lengths of circles using proportional reasoning	1578373360	533-541 571	Examples and Exercises #4
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	C. derive, extend, and use the Pythagorean Theorem; and	01. derive the Pythagorean Theorem	1578373360	341-342	Examples and Exercises

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Subchapter	Subchapter C. High School				
Course	§111.34. Geometry.				
Publisher	CORD Communications, Inc.				
Program Title	Geometry				
ISBN	1578373360				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	C. derive, extend, and use the Pythagorean Theorem; and	02. extend the Pythagorean Theorem	1578373360	343-347 348-353	Examples and Exercises Examples and Exercises
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	C. derive, extend, and use the Pythagorean Theorem; and	03. use the Pythagorean Theorem	1578373360	343-347	Examples and Exercises
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	D. find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.	01. find surface areas of prisms and composites of this figure in problem situations	1578373360	596-604	Examples and Exercises

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Course	§111.34. Geometry.				
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Program Title	Geometry				
ISBN	1578373360				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	D. find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.	02. find surface areas of pyramids and composites of this figure in problem situations	1578373360	612-618	Examples and Exercises
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	D. find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.	03. find surface areas of spheres and composites of this figure in problem situations	1578373360	626-631	Examples and Exercises
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	D. find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.	04. find surface areas of cones and composites of this figure in problem situations	1578373360	619-624	Examples and Exercises

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Course	§111.34. Geometry.				
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ISBN	1578373360				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	D. find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.	05. find surface areas of cylinders and composites of this figure in problem situations	1578373360	607-611	Examples and Exercises
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	D. find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.	06. find volume of prisms and composites of this figure in problem situations	1578373360	605-611	Examples and Exercises
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	D. find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.	07. find volume of pyramids and composites of this figure in problem situations	1578373360	616-618	Examples and Exercises

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TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	D. find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.	08. find volume of spheres and composites of this figure in problem situations	1578373360	627-631	Examples and Exercises
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	D. find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.	09. find volume of cones and composites of this figure in problem situations	1578373360	620-624	Examples and Exercises
08. Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to:	D. find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.	10. find volume of cylinders and composites of this figure in problem situations	1578373360	607-611	Examples and Exercises
09. Congruence and the geometry of size. The student analyzes properties and describes relationships in geometric figures. The student is expected to:	A. formulate and test conjectures about the properties of parallel and perpendicular lines based on explorations and concrete models;	01. formulate and test conjectures about the properties of parallel lines based on explorations and concrete models	1578373360	31-33 140-147 148-154 155-161	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises

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TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
09. Congruence and the geometry of size. The student analyzes properties and describes relationships in geometric figures. The student is expected to:	A. formulate and test conjectures about the properties of parallel and perpendicular lines based on explorations and concrete models;	02. formulate and test conjectures about the properties of perpendicular lines based on explorations and concrete models	1578373360	30-31 110-114 122	Examples and Exercises Examples and Exercises Math Lab
09. Congruence and the geometry of size. The student analyzes properties and describes relationships in geometric figures. The student is expected to:	B. formulate and test conjectures about the properties and attributes of polygons and their component parts based on explorations and concrete models;	>>>>>	1578373360	254-307	Examples and Exercises
09. Congruence and the geometry of size. The student analyzes properties and describes relationships in geometric figures. The student is expected to:	C. formulate and test conjectures about the properties and attributes of circles and the lines that intersect them based on explorations and concrete models; and	>>>>>	1578373360	516-579	Examples and Exercises
09. Congruence and the geometry of size. The student analyzes properties and describes relationships in geometric figures. The student is expected to:	D. analyze the characteristics of polyhedra and other three-dimensional figures and their component parts based on explorations and concrete models.	01. analyze the characteristics of polyhedra figures and their component parts based on explorations and concrete models	1578373360	632 638-639 547-649	Activity Activities 1 and 2 Math Lab
09. Congruence and the geometry of size. The student analyzes properties and describes relationships in geometric figures. The student is expected to:	D. analyze the characteristics of polyhedra and other three-dimensional figures and their component parts based on explorations and concrete models.	02. analyze the characteristics of other three-dimensional figures and their component parts based on explorations and concrete models	1578373360	642-643	Math Labs

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TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
10. Congruence and the geometry of size. The student applies the concept of congruence to justify properties of figures and solve problems. The student is expected to:	A. use congruence transformations to make conjectures and justify properties of geometric figures including figures represented on a coordinate plane; and	01. use congruence transformations to make conjectures of geometric figures including figures represented on a coordinate plane	1578373360	666-673 674-680 681-687 688-693	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
10. Congruence and the geometry of size. The student applies the concept of congruence to justify properties of figures and solve problems. The student is expected to:	A. use congruence transformations to make conjectures and justify properties of geometric figures including figures represented on a coordinate plane; and	02. use congruence transformations to justify properties of geometric figures including figures represented on a coordinate plane	1578373360	694-704 712-715	Examples and Exercises Math Lab
10. Congruence and the geometry of size. The student applies the concept of congruence to justify properties of figures and solve problems. The student is expected to:	B. justify and apply triangle congruence relationships.	01. justify triangle congruence relationships	1578373360	211-217 222-230	Examples and Exercises Examples and Exercises
10. Congruence and the geometry of size. The student applies the concept of congruence to justify properties of figures and solve problems. The student is expected to:	B. justify and apply triangle congruence relationships.	02. apply triangle congruence relationships.	1578373360	218-223 224-230 242-250	Examples and Exercises Examples and Exercises Examples and Exercises
11. Similarity and the geometry of shape. The student applies the concepts of similarity to justify properties of figures and solve problems. The student is expected to:	A. use and extend similarity properties and transformations to explore and justify conjectures about geometric figures;	01. use and extend similarity properties to explore and justify conjectures about geometric figures	1578373360	316-322 323-330 331-334	Examples and Exercises Examples and Exercises Examples and Exercises

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TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
11. Similarity and the geometry of shape. The student applies the concepts of similarity to justify properties of figures and solve problems. The student is expected to:	A. use and extend similarity properties and transformations to explore and justify conjectures about geometric figures;	02. use and extend transformations to explore and justify conjectures about geometric figures	1578373360	705-711 716-717 718-720	Examples and Exercises Examples and Exercises Examples and Exercises
11. Similarity and the geometry of shape. The student applies the concepts of similarity to justify properties of figures and solve problems. The student is expected to:	B. use ratios to solve problems involving similar figures;	>>>>>	1578373360	331-334 335-340 373-385	Examples and Exercises Examples and Exercises Math Applications
11. Similarity and the geometry of shape. The student applies the concepts of similarity to justify properties of figures and solve problems. The student is expected to:	C. develop, apply, and justify triangle similarity relationships, such as right triangle ratios, trigonometric ratios, and Pythagorean triples using a variety of methods; and	>>>>>	1578373360	335-340 341-347 348-353 354-360	Examples and Exercises Examples and Exercises Examples and Exercises Examples and Exercises
11. Similarity and the geometry of shape. The student applies the concepts of similarity to justify properties of figures and solve problems. The student is expected to:	D. describe the effect on perimeter, area, and volume when one or more dimensions of a figure are changed and apply this idea in solving problems.	01. describe the effect on perimeter when one or more dimensions of a figure are changed and apply this idea in solving problems	1578373360	487-491	Examples and Exercises
11. Similarity and the geometry of shape. The student applies the concepts of similarity to justify properties of figures and solve problems. The student is expected to:	D. describe the effect on perimeter, area, and volume when one or more dimensions of a figure are changed and apply this idea in solving problems.	02. describe the effect on area when one or more dimensions of a figure are changed and apply this idea in solving problems	1578373360	487-491 510-511	Examples and Exercises #48-52