CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**9-12**
COURSE TITLE:	**Algebra 1**
COURSE CODE:	**1200310**
SUBMISSION TITLE:	**Algebra 1**
TITLE ID:	**9781578374251**
PUBLISHER:	**Cord Communications**
PUBLISHER ID:	**74-2646794-01**

*I/M = INDEPTH OR MENTIONED

BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADRESSED IN MAJOR TOOL	I/M*	Committee Member Evaluation (Committee Member Use Only)				
					Thoroughly	Highly	Adequately	Minimally	Not At All
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 5, 6, 9	I					
LA.910.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;		Math Labs at the end of each chapter as well as the Math Applications sections in each chapter allow for students to be exposed to conceptually challenging text	I					
LA.910.1.6.5	The student will relate new vocabulary to familiar words;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 5, 6, 7, 8	I					
LA.910.3.1.3	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		Math Labs at the end of each chapter allow for students to develop an organizational plan. They are encouraged to use spreadsheets and other forms of charts and tables to record information.	I					
MA.912.A.1.8	Use the zero product property of real numbers in a variety of contexts to identify solutions to equations.	Moderate	Lessons 11.3, 11.4, 11.5	I					
MA.912.A.2.3	Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.	Moderate	Lessons 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	I					
MA.912.A.2.4	Determine the domain and range of a relation.	Moderate	Lesson 5.1	I					
MA.912.A.2.13	Solve real-world problems involving relations and functions.	High	Lessons 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, pp. 315-327	I					
MA.912.A.3.1	Solve linear equations in one variable that include simplifying algebraic expressions.	Moderate	Lessons 3.1, 3.2, 3.3, 3.4, 3.5	I					
MA.912.A.3.2	Identify and apply the distributive, associative, and commutative properties of real numbers and the properties of equality.	Moderate	Lessons 3.1, 3.3, 3.4	I					
MA.912.A.3.3	Solve literal equations for a specified variable.	Moderate	Lesson 3.4	I					
MA.912.A.3.4	Solve and graph simple and compound inequalities in one variable and be able to justify each step in a solution.	Moderate	Lessons 9.1, 9.2, 9.3, 9.4, 9.5	I					
MA.912.A.3.5	Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.	Moderate	Lessons 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, pp. 181-192, 9.1, 9.2, 9.3, 9.4, 9.5, pp. 544-553	I					

MA.912.A.3.7	Rewrite equations of a line into slope-intercept form and standard form.	Low	Lesson 4.4	I						
MA.912.A.3.8	Graph a line given any of the following information: a table of values, the x- and y-intercepts, two points, the slope and a point, the equation of the line in slope-intercept form, standard form, or point-slope form .	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7	I						
MA.912.A.3.9	Determine the slope, x-intercept, and y-intercept of a line given its graph, its equation, or two points on the line.	Moderate	Lessons 4.3, 4.4, 4.5	I						
MA.912.A.3.10	Write an equation of a line given any of the following information: two points on the line, its slope and one point on the line, or its graph. Also, find an equation of a new line parallel to a given line, or perpendicular to a given line, through a given point on the new line.	Moderate	Lessons 4.4, 4.5, 4.6, 4.7	I						
MA.912.A.3.11	Write an equation of a line that models a data set, and use the equation or the graph to make predictions. Describe the slope of the line in terms of the data, recognizing that the slope is the rate of change.	High	Lessons 4.2, 4.3, 4.4, 4.5, 7.3	I						
MA.912.A.3.12	Graph a linear equation or inequality in two variables with and without graphing technology. Write an equation or inequality represented by a given graph.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7, 9.6	I						
MA.912.A.3.13	Use a graph to approximate the solution of a system of linear equations or inequalities in two variables with and without technology.	Moderate	Lessons 8.1, 9.7	I						
MA.912.A.3.14	Solve systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods.	Moderate	Lessons 8.1, 8.2, 8.3, 8.4, 8.5, 9.7	I						
MA.912.A.3.15	Solve real-world problems involving systems of linear equations and inequalities in two and three variables.	High	Lessons 8.1, 8.2, 8.3, 8.4, 8.5, pp. 480-489, 9.7	I						
MA.912.A.4.1	Simplify monomials and monomial expressions using the laws of integral exponents.	Low	Lessons 10.2, 10.3	I						
MA.912.A.4.2	Add, subtract, and multiply polynomials.	Low	Lessons 10.1, 10.4, 10.6	I						
MA.912.A.4.3	Factor polynomial expressions.	Moderate	Lessons 10.5, 10.6, 10.7	I						
MA.912.A.4.4	Divide polynomials by monomials and polynomials with various techniques, including synthetic division.	Moderate	Lessons 10.2, 10.5, 10.6, 10.7	I						
MA.912.A.5.1	Simplify algebraic ratios.	Moderate	Lessons 12.2, 12.3, 12.4	I						
MA.912.A.5.4	Solve algebraic proportions.	Low	Lesson 12.5	I						
MA.912.A.6.1	Simplify radical expressions	Moderate	Lesson 13.3	I						
MA.912.A.6.2	Add, subtract, multiply, and divide radical expressions (square roots and higher).	Moderate	Lesson 13.3	I						
MA.912.A.7.1	Graph quadratic equations with and without graphing technology.	Moderate	Lessons 11.1, 11.2	I						
MA.912.A.7.2	Solve quadratic equations over the real numbers by factoring and by using the quadratic formula.	Moderate	Lessons 11.3, 11.4, 11.5, 11.6	I						
MA.912.A.7.8	Use quadratic equations to solve real-world problems.	Moderate	Lessons 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, pp. 663-673	I						
MA.912.A.7.10	Use graphing technology to find approximate solutions of quadratic equations.	Low	Lessons 11.1, 11.2	I						
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.	High	pages 29, 151, 233, 309, 338, 424, 460, 533, 575, 643, 759	I						

MA.912.A.10.2	Decide whether a solution is reasonable in the context of the original situation.	Moderate	Each exercise set as well as the Math Applications sections at the end of each chapter encourage students to check whether their solutions are reasonable, for example pages 61-77, 127-133, 181-191, 256-265, 315-327, 376-383, 431-439, 480-489, 544-553, 611-615, 663-673, 708-713, 767-777	I					
MA.912.A.10.3	Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).	High	not explicitly covered						
MA.912.D.7.1	Perform set operations such as union and intersection, complement, and cross product.	Low	Lesson 9.4	I					
MA.912.D.7.2	Use Venn diagrams to explore relationships and patterns and to make arguments about relationships between sets.	Moderate	Lesson 9.4	I					
MA.912.G.1.4	Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7	I					

	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL. The Examples can be from Student or Teacher Instructional Material.	Committee Member Evaluation			
		(Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY		**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.	With each chapter, a Math Applications section is included. This section applies the content learned in the chapter to General Occupations, Agriculture and Agribusiness, Business and Marketing, Family and Consumer Science, Health Occupations, and Industrial Technology. These sections are on pages 61-77, 127-133, 181-191, 256-265, 315-327, 376-383, 431-439, 480-489, 544-553, 611-615, 663-673, 708-713, 767-777				
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.	Besides the Math Applications sections listed above, each chapter includes a section of Math Labs. Each Math Lab poses a Problem Statement that is applicable to many industries.				
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.	Specific problem-solving strategies are presented to students in a reoccuring feature. Pages include 29, 151, 233, 309, 338, 424, 460, 533, 575, 643, 759				
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.	Each lesson's exercises include a section of Think and Discuss questions. Students are encourage to work together on Math Labs in each chapter and use discussions to faciliate the end result of the Math Lab				
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.	Many of the student book examples include a hands-on activity for students to complete. Some examples of this are on pages 108, 238, 418.				
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.	Exercises in each lesson include topics from a variety of industries and disciplines.				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.	Students are asked Critical Thinking questions throughout the lessons in the student text. They are asked to justify solution methods as part of traditional lessons such as solving equations.				

SUBJECT:	**Mathematics**
GRADE LEVEL:	**9-12**
COURSE TITLE:	**Algebra 1a**
COURSE CODE:	**1200370**
SUBMISSION TITLE:	**Algebra 1, Volume 1**
TITLE ID:	**9781578374316**
PUBLISHER:	**Cord Communications**
PUBLISHER ID:	**74-2646794-01**

					Committee Member Evaluation				
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BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE**	**PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 5, 6, 9	I					
LA.910.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;		Math Labs at the end of each chapter as well as the Math Applications sections in each chapter allow for students to be exposed to conceptually challenging text	I					
LA.910.1.6.3	The student will use context clues to determine meanings of unfamiliar words;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 5, 6, 7, 8	I					
LA.910.1.6.5	The student will relate new vocabulary to familiar words;		Math Labs at the end of each chapter allow for students to develop an organizational plan. They are encouraged to use spreadsheets and other forms of charts and tables to record information.	I					
MA.912.A.1.1	Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers).	Low	Lessons 1.1, 1.3, 1.7, 12.1, 13.3	I					
MA.912.A.1.2	Compare real number expressions.	Moderate	Lessons 1.1, 1.3	I					
MA.912.A.1.3	Simplify real number expressions using the laws of exponents.	Low	Lessons 10.2,10.3	I					
MA.912.A.1.4	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers) using multi-step and real-world problems.	Moderate	Lessons 1.3, 1.4, 1.5, 1.6, 1.7, 10.2, 10.3, 13.3	I					
MA.912.A.1.5	Use dimensional (unit) analysis to perform conversions between units of measure, including rates.	Moderate	Lessons 2.1, 2.2	I					
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7, 5.4, 7.2, 7.3	I					
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7, 5.4, 7.2, 7.3	I					
MA.912.A.2.3	Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.	Moderate	Lessons 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	I					
MA.912.A.2.4	Determine the domain and range of a relation.	Moderate	Lesson 5.1	I					

MA.912.A.2.13	Solve real-world problems involving relations and functions.	High	Lessons 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, pages 315-327	I					
MA.912.A.3.1	Solve linear equations in one variable that include simplifying algebraic expressions.	Moderate	Lessons 3.1, 3.2, 3.3, 3.4, 3.5	I					
MA.912.A.3.2	Identify and apply the distributive, associative, and commutative properties of real numbers and the properties of equality.	Moderate	Lessons 3.1, 3.3, 3.4	I					
MA.912.A.3.3	Solve literal equations for a specified variable.	Moderate	Lesson 3.4	I					
MA.912.A.3.4	Solve and graph simple and compound inequalities in one variable and be able to justify each step in a solution.	Moderate	Lessons 9.1, 9.2, 9.3, 9.4, 9.5	I					
MA.912.A.3.5	Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.	Moderate	Lessons 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 9.1, 9.2, 9.3, 9.4, 9.5, pages 181-192, 544-553	I					
MA.912.A.3.7	Rewrite equations of a line into slope-intercept form and standard form.	Low	Lesson 4.4	I					
MA.912.A.3.8	Graph a line given any of the following information: a table of values, the x- and y-intercepts, two points, the slope and a point, the equation of the line in slope-intercept form, standard form, or point-slope form .	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7	I					
MA.912.A.3.9	Determine the slope, x-intercept, and y-intercept of a line given its graph, its equation, or two points on the line.	Moderate	Lessons 4.3, 4.4, 4.5	I					
MA.912.A.3.10	Write an equation of a line given any of the following information: two points on the line, its slope and one point on the line, or its graph. Also, find an equation of a new line parallel to a given line, or perpendicular to a given line, through a given point on the new line.	Moderate	Lessons 4.4, 4.5, 4.6, 4.7	I					
MA.912.A.3.11	Write an equation of a line that models a data set, and use the equation or the graph to make predictions. Describe the slope of the line in terms of the data, recognizing that the slope is the rate of change.	High	Lessons 4.2, 4.3, 4.4, 4.5, 7.3	I					
MA.912.A.3.12	Graph a linear equation or inequality in two variables with and without graphing technology. Write an equation or inequality represented by a given graph.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7, 9.6	I					
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.	High	pages 29, 151, 233, 309, 338, 424, 460, 533, 575, 643, 759	I					
MA.912.A.10.2	Decide whether a solution is reasonable in the context of the original situation.	Moderate	Each exercise set as well as the Math Applications sections at the end of each chapter encourage students to check whether their solutions are reasonable, for example pages 61-77, 127-133, 181-191, 256-265, 315-327, 376-383, 431-439, 480-489, 544-553, 611-615, 663-673, 708-713, 767-777	I					
MA.912.A.10.3	Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).	High	not explicitly covered						
MA.912.D.7.1	Perform set operations such as union and intersection, complement, and cross product.	Low	Lesson 9.4	I					
MA.912.D.7.2	Use Venn diagrams to explore relationships and patterns and to make arguments about relationships between sets.	Moderate	Lesson 9.4	I					
MA.912.G.1.4	Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7	I					

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OVERALL INSTRUCTIONAL QUALITY	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL. The Examples can be from Student or Teacher Instructional Material.	Strongly Agree	Agree	Disagree	Strongly Disagree
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.	With each chapter, a Math Applications section is included. This section applies the content learned in the chapter to General Occupations, Agriculture and Agribusiness, Business and Marketing, Family and Consumer Science, Health Occupations, and Industrial Technology. These sections are on pages 61-77, 127-133, 181-191, 256-265, 315-327, 376-383, 431-439, 480-489, 544-553, 611-615, 663-673, 708-713, 767-777				
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Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.	Many of the student book examples include a hands-on activity for students to complete. Some examples of this are on pages 108, 238, 418.				
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.	Exercises in each lesson include topics from a variety of industries and disciplines.				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.	Students are asked Critical Thinking questions throughout the lessons in the student text. They are asked to justify solution methods as part of traditional lessons such as solving equations.				

SUBJECT:	Mathematics
GRADE LEVEL:	9-12
COURSE TITLE:	Algebra 1b
COURSE CODE:	1200380
SUBMISSION TITLE:	Algebra 1, Volume 2
TITLE ID:	9781578374324
PUBLISHER:	Cord Communications
PUBLISHER ID:	74-2646794-01

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MA.912.A.1.8	Use the zero product property of real numbers in a variety of contexts to identify solutions to equations.	Moderate	Lessons 11.3, 11.4, 11.5	I					
MA.912.A.3.13	Use a graph to approximate the solution of a system of linear equations or inequalities in two variables with and without technology.	Moderate	Lessons 8.1, 9.7	I					
MA.912.A.3.14	Solve systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods.	Moderate	Lessons 8.1, 8.2, 8.3, 8.4, 8.5, 9.7	I					
MA.912.A.3.15	Solve real-world problems involving systems of linear equations and inequalities in two and three variables.	High	Lessons 8.1, 8.2, 8.3, 8.4, 8.5, 9.7, pages 480-489	I					
MA.912.A.4.1	Simplify monomials and monomial expressions using the laws of integral exponents.	Low	Lessons 10.2, 10.3	I					
MA.912.A.4.2	Add, subtract, and multiply polynomials.	Low	Lessons 10.1, 10.4, 10.6	I					
MA.912.A.4.3	Factor polynomial expressions.	Moderate	Lessons 10.5, 10.6, 10.7	I					
MA.912.A.4.4	Divide polynomials by monomials and polynomials with various techniques, including synthetic division.	Moderate	Lessons 10.2, 10.5, 10.6, 10.7	I					
MA.912.A.5.1	Simplify algebraic ratios.	Moderate	Lessons 12.2, 12.3, 12.4	I					

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MA.912.A.5.4	Solve algebraic proportions.	Low	Lesson 12.5	I						
MA.912.A.6.1	Simplify radical expressions	Moderate	Lesson 13.3	I						
MA.912.A.6.2	Add, subtract, multiply, and divide radical expressions (square roots and higher).	Moderate	Lesson 13.3	I						
MA.912.A.7.1	Graph quadratic equations with and without graphing technology.	Moderate	Lessons 11.2, 11.2	I						
MA.912.A.7.2	Solve quadratic equations over the real numbers by factoring and by using the quadratic formula.	Moderate	Lessons 11.3, 11.4, 11.5, 11.6	I						
MA.912.A.7.8	Use quadratic equations to solve real-world problems.	Moderate	Lessons 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, pages 663-673	I						
MA.912.A.7.10	Use graphing technology to find approximate solutions of quadratic equations.	Low	Lessons 11.1, 11.2	I						
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.	High	pages 29, 151, 233, 309, 338, 424, 460, 533, 575, 643, 759	I						
MA.912.A.10.2	Decide whether a solution is reasonable in the context of the original situation.	Moderate	Each exercise set as well as the Math Applications sections at the end of each chapter encourage students to check whether their solutions are reasonable, for example pages 61-77, 127-133, 181-191, 256-265, 315-327, 376-383, 431-439, 480-489, 544-553, 611-615, 663-673, 708-713, 767-777	I						
MA.912.A.10.3	Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).	High	not explicitly covered							

| | | | Committee Member Evaluation | | | |
| | | | (Committee Member Use Only) | | | |
OVERALL INSTRUCTIONAL QUALITY	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL. The Examples can be from Student or Teacher Instructional Material.	Strongly Agree	Agree	Disagree	Strongly Disagree
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.	With each chapter, a Math Applications section is included. This section applies the content learned in the chapter to General Occupations, Agriculture and Agribusiness, Business and Marketing, Family and Consumer Science, Health Occupations, and Industrial Technology. These sections are on pages 61-77, 127-133, 181-191, 256-265, 315-327, 376-383, 431-439, 480-489, 544-553, 611-615, 663-673, 708-713, 767-777				
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Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.	Discuss questions. Students are encourage to work together on Math Labs in each chapter and use discussions to faciliate the end result of the Math Lab				
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.	Many of the student book examples include a hands-on activity for students to complete. Some examples of this are on pages 108, 238, 418.				
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.	Exercises in each lesson include topics from a variety of industries and disciplines.				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.	Students are asked Critical Thinking questions throughout the lessons in the student text. They are asked to justify solution methods as part of traditional lessons such as solving equations.				