Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.41. Geometry, Adopted 2012 (One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Geometry**
Program ISBN	**9781578377749**

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Prerequisite: Algebra I.

(b) Introduction.

(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.

(2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(3) In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straight edge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

(4) These standards are meant to provide clarity and specificity in regards to the content covered in the high school geometry course. These standards are not meant to limit the methodologies used to convey this knowledge to students. Though the standards are written in a particular order, they are not necessarily meant to be taught in the given order. In the standards, the phrase "to solve problems" includes both contextual and non-contextual problems unless specifically stated.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(i) apply mathematics to problems arising in everyday life	Instruction	9781578377749	Lesson 5.2, page 296	Example 3
			Assessment	9781578377749	Chapter 4, Math Applications, Page 459	Exercise 13
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(ii) apply mathematics to problems arising in society	Instruction	9781578377749	Lesson 4.4, page 242	Cultural Connection
			Activity	9781578377749	Lesson 6.5, page 386	Problem Solving Feature
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(iii) apply mathematics to problems arising in the workplace	Instruction	9781578377749	Lesson 5.3, page 304	Workplace Communication
			Assessment	9781578377749	Chapter 4, Math Applications, page 276	Exercise 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	(i) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process	Instruction	9781578377749	Lesson 1.4, page 30	Problem Solving Feature
			Activity	9781578377749	Lesson 2.6, page 102	Problem Solving Feature
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	(ii) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the reasonableness of the solution	Instruction	9781578377749	Lesson 5.5, page 315	Problem Solving Feature
			Activity	9781578377749	Lesson 9.3, page 542	Problem Solving Feature
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(i) select tools, including real objects as appropriate, to solve problems	Instruction	9781578377749	Chapter 3, Math Labs, page 199	Actvity 3
			Activity	9781578377749	Lesson 5.4, page 306	Activity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(ii) select tools, including manipulatives as appropriate, to solve problems	Instruction	9781578377749	Lesson 5.1, pages 285-286	Activity 1
			Activity	9781578377749	Chapter 7, Math Labs, page 450	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iii) select tools, including paper and pencil as appropriate, to solve problems	Instruction	9781578377749	Lesson 3.4, page 168	Activity 1
			Activity	9781578377749	Lesson 4.1, page 221	Activity 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iv) select tools, including technology as appropriate, to solve problems	Instruction	9781578377749	Chapter 2, Math Labs, page 124	Activity 3
			Activity	9781578377749	Chapter 4, Math Labs, pages 263-266	Activiity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(v) select techniques, including mental math as appropriate, to solve problems	Instruction	9781578377749	Chapter 4, Math Labs, pages 267-268	Activity 2
			Activity	9781578377749	Lesson 5.2, page 293	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(vi) select techniques including estimation as appropriate, to solve problems	Instruction	9781578377749	Chapter 7, Math Labs, page 450	Activity 1
			Activity	9781578377749	Lesson 9.5, page 550	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(vii) select techniques, including number sense as appropriate, to solve problems	Instruction	9781578377749	Chapter 8, Math Labs, pages 507-508	Activity 1
			Activity	9781578377749	Lesson 9.1, page 529	Example 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(i) communicate mathematical ideas using multiple representations, including symbols as appropriate	Instruction	9781578377749	Lesson 3.1, page 147	Example 3
			Assessment	9781578377749	Lesson 1.2, page 17	Exercises 13-22
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate	Instruction	9781578377749	Lesson 4.1, page 221	Activity 2
			Assessment	9781578377749	Chapter 4, Math Applications, page 277	Exercise 10
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate	Instruction	9781578377749	Lesson 7.4, page 430	Activity
			Assessment	9781578377749	Chapter 3, Math Applications, page 202	Exercise 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iv) communicate mathematical ideas using multiple representations, including language as appropriate	Instruction	9781578377749	Lesson 1.5, page 34	Entire Page
			Assessment	9781578377749	Lesson 8.5, page 498	Exercise 5
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(v) communicate mathematical reasoning using multiple representations, including symbols as appropriate	Instruction	9781578377749	Lesson 2.5, page 91	Example 1
			Assessment	9781578377749	Chapter 5, Math Applications, page 347	Exercise 11
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate	Instruction	9781578377749	Lesson 2.8, page 113	Example 1
			Assessment	9781578377749	Chapter 2, Math Applications, page 130	Exercise 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate	Instruction	9781578377749	Lesson 3.1, page 145	Activity
			Activity	9781578377749	Lesson 3.3, page 162	Activity
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(viii) communicate mathematical reasoning using multiple representations, including language as appropriate	Instruction	9781578377749	Lesson 2.6, page 99	Example 2
			Assessment	9781578377749	Chapter 8, Math Applications, page 512	Exercise 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ix) communicate [mathematical ideas'] implications using multiple representations, including symbols as appropriate	Instruction	9781578377749	Lesson 2.7, page 105	Example 1
			Assessment	9781578377749	Chapter 7, Math Applications, page 456	Exercise 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(x) communicate [mathematical ideas'] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377749	Lesson 4.1, page 220	Example 1
			Assessment	9781578377749	Lesson 5.5, page 316	Exercises 5-12
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xi) communicate [mathematical ideas'] implications using multiple representations, including graphs as appropriate	Instruction	9781578377749	Lesson 3.5, page 176	Entire Page
			Activity	9781578377749	Lesson 4.4, page 241	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xii) communicate [mathematical ideas'] implications using multiple representations, including language as appropriate	Instruction	9781578377749	Lesson 2.7, page 106	Example 2
			Activity	9781578377749	Chapter 2, Math Labs, page 121	Activity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate	Instruction	9781578377749	Lesson 2.4, page 87	Entire Page
			Assessment	9781578377749	Lesson 5.5, pag 317	Exercises 13-15
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377749	Lesson 10.4, page 613	Activity 2
			Assessment	9781578377749	Chapter 7, Math Applications, page 458	Exercise 11
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate	Instruction	9781578377749	Lesson 10.1, page 588	Example 1
			Assessment	9781578377749	Lesson 3.1, page 150	Exercise 21

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xvi) communicate [mathematical reasoning's] implications using multiple representations, including language as appropriate	Instruction	9781578377749	Lesson 2.2, page 78	Summary Table
			Assessment	9781578377749	Chapter 8, Math Applications, page 518	Exercise 12
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(i) create representations to organize mathematical ideas	Instruction	9781578377749	Lesson 3.3, page 160	Slope of Line and Line Segments text
			Assessment	9781578377749	Chapter 2, Math Applications, page 130	Exercise 8
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(ii) create representations to record mathematical ideas	Instruction	9781578377749	Lesson 6.1, pages 358-359	Activity
			Assessment	9781578377749	Lesson 2.3, page 84	Exercise 12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iii) create representations to communicate mathematical ideas	Instruction	9781578377749	Lesson 10.3, pages 603-604	Example 2
			Activity	9781578377749	Lesson 7.4, page 430	Activity
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iv) use representations to organize mathematical ideas	Instruction	9781578377749	Lesson 2.3, page 83	Example 5
			Activity	9781578377749	Chapter 8, Math Labs, pages 510-511	Activity 3
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(v) use representations to record mathematical ideas	Instruction	9781578377749	Lesson 12.4, page 762	Activity
			Activity	9781578377749	Chapter 6, Math Labs, pages 391-393	Activity 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(vi) use representations to communicate mathematical ideas	Instruction	9781578377749	Lesson 10.4, page 612	Example 2
			Activity	9781578377749	Chapter 3, Math Labs	Activity 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(i) analyze mathematical relationships to connect mathematical ideas	Instruction	9781578377749	Lesson 7.3, page 426	Activity 2
			Activity	9781578377749	Lesson 8.2, page 480	Activity 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(ii) analyze mathematical relationships to communicate mathematical ideas	Instruction	9781578377749	Lesson 10.3, page 605	Radius-Chord Properties
			Assessment	9781578377749	Lesson 4.3, page 237	Exercises 3-4
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(i) display mathematical ideas using precise mathematical language in written or oral communication	Instruction	9781578377749	Lesson 1.5, page 34	Entire Page
			Activity	9781578377749	Lesson 5.1, page 285	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(ii) display mathematical arguments using precise mathematical language in written or oral communication	Instruction	9781578377749	Lesson 2.6, page 98	Example 1
			Activity	9781578377749	Lesson 3.6, page 183	Activity 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iii) explain mathematical ideas using precise mathematical language in written or oral communication	Instruction	9781578377749	Lesson 2.3, pages 81-82	Examples 1-3
			Activity	9781578377749	Lesson 2.7, page 105	Example 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iv) explain mathematical arguments using precise mathematical language in written or oral communication	Instruction	9781578377749	Lesson 2.6, page 100	Activity
			Activity	9781578377749	Lesson 3.3, page 162	Activity
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(v) justify mathematical ideas using precise mathematical language in written or oral communication	Instruction	9781578377749	Lesson 2.8, page 115	Example 2
			Assessment	9781578377749	Chapter 2, Math Applications, page 131	Exercise 9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(vi) justify mathematical arguments using precise mathematical language in written or oral communication	Instruction	9781578377749	Lesson 5.1, page 288	Activity 3
			Activity	9781578377749	Lesson 7.5, page 439	Activity
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(A) determine the coordinates of a point that is a given fractional distance less than one from one end of a line segment to the other in one- and two-dimensional coordinate systems, including finding the midpoint	(i) determine the coordinates of a point that is a given fractional distance less than one from one end of a line segment to the other in one-dimensional coordinate systems, including finding the midpoint	Instruction	9781578377749	Lesson 1.2, page 15	Example 4
			Assessment	9781578377749	Lesson 1.2, page 16	Exercise 8
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(A) determine the coordinates of a point that is a given fractional distance less than one from one end of a line segment to the other in one- and two-dimensional coordinate systems, including finding the midpoint	(ii) determine the coordinates of a point that is a given fractional distance less than one from one end of a line segment to the other in two-dimensional coordinate systems, including finding the midpoint	Instruction	9781578377749	Lesson 3.1, page 147	Example 3
			Assessment	9781578377749	Lesson 3.1, page 148	Exercises 9-12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(i) derive the distance formula	Instruction	9781578377749	Lesson 3.1, page 145	Activity
			Assessment	9781578377749	Lesson 3.1, page 148	Exercise 1
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(ii) use the distance formula to verify geometric relationships, including congruence of segments	Instruction	9781578377749	Lesson 3.6, page 184	Example 3
			Assessment	9781578377749	Lesson 3.6, page 186	Exercises 10-12
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(iii) use the distance formula to verify geometric relationships, including parallelism or perpendicularity of pairs of lines	Instruction	9781578377749	Lesson 3.6, page 184	Example 3
			Assessment	9781578377749	Lesson 3.6, page 187	Exercise 16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(iv) derive the slope formula	Instruction	9781578377749	Lesson 3.3, page 159	Slope of a Vector
			Assessment	9781578377749	Lesson 3.3, page 164	Exercises 1-4
			Activity	9781578377749	Chapter 3 Math Lab, pages 196-197	Activity 1
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(v) use the slope formula to verify geometric relationships, including parallelism or perpendicularity of pairs of lines	Instruction	9781578377749	Lesson 3.6, page 184	Example 3
			Activity	9781578377749	Lesson 3.6, page 181	Activity 1
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(vi) derive the midpoint formula	Instruction	9781578377749	Lesson 3.1, page 147	The Midpoint Formula
			Assessment	9781578377749	Lesson 3.1, page 148	Exercise 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(vii) use the midpoint formula to verify geometric relationships	Instruction	9781578377749	Lesson 3.6, page 181	Activity 1
			Assessment	9781578377749	Lesson 3.6, page 186	Exercise 9
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(C) determine an equation of a line parallel or perpendicular to a given line that passes through a given point	(i) determine an equation of a line parallel or perpendicular to a given line that passes through a given point	Instruction	9781578377749	Lesson 3.4, page 170	Example 3
			Activity	9781578377749	Lesson 3.4, page 169	Activity 2
			Assessment	9781578377749	Lesson 3.4, page 174	Exercises 12-14
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(A) describe and perform transformations of figures in a plane using coordinate notation	(i) describe transformations of figures in a plane using coordinate notation	Instruction	9781578377749	Lesson 4.5, page 247	Box at top of page
			Activity	9781578377749	Lesson 4.5, page 246	Activity 1
			Activity	9781578377749	Lesson 4.5, page 247	Activity 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(A) describe and perform transformations of figures in a plane using coordinate notation	(ii) perform transformations of figures in a plane using coordinate notation	Instruction	9781578377749	Lesson 4.5, page 249	Example 2
			Activity	9781578377749	Lesson 4.5, page 249	Activity 3
			Assessment	9781578377749	Lesson 4.5, page 250	Exercise 7
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(B) determine the image or pre-image of a given two-dimensional figure under a composition of rigid transformations, a composition of non-rigid transformations, and a composition of both, including dilations where the center can be any point in the plane	(i) determine the image or pre-image of a given two-dimensional figure under a composition of rigid transformations including dilations where the center can be any point in the plane	Instruction	9781578377749	Lesson 4.4, page 241	Example
			Activity	9781578377749	Lesson 4.4, page 241	Activity 1
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(B) determine the image or pre-image of a given two-dimensional figure under a composition of rigid transformations, a composition of non-rigid transformations, and a composition of both, including dilations where the center can be any point in the plane	(ii) determine the image or pre-image of a given two-dimensional figure under a composition of non-rigid transformations, including dilations where the center can be any point in the plane	Instruction	9781578377749	Lesson 4.7, page 261	Box at the top of the page
			Assessment	9781578377749	Lesson 4.7, page 262	Exercise 14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(B) determine the image or pre-image of a given two-dimensional figure under a composition of rigid transformations, a composition of non-rigid transformations, and a composition of both, including dilations where the center can be any point in the plane	(iii) determine the image or pre-image of a given two-dimensional figure under a composition of both, including dilations where the center can be any point in the plane	Instruction	9781578377749	Lesson 4.7, page 261	Box at the top of the page
			Assessment	9781578377749	Lesson 4.7, page 262	Exercise 14
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(C) identify the sequence of transformations that will carry a given pre-image onto an image on and off the coordinate plane	(i) identify the sequence of transformations that will carry a given pre-image onto an image on the coordinate plane	Instruction	9781578377749	Lesson 4.3, page 237	Top of the page
			Assessment	9781578377749	Lesson 4.3, page 239	Exercise 16
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(C) identify the sequence of transformations that will carry a given pre-image onto an image on and off the coordinate plane	(ii) identify the sequence of transformations that will carry a given pre-image onto an image off the coordinate plane	Instruction	9781578377749	Lesson 4.3, page 237	Top of the page
			Assessment	9781578377749	Lesson 4.3, page 238	Exercises 8-10
			Instruction	9781578377749	Lesson 4.3, page 237	Example 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(D) identify and distinguish between reflectional and rotational symmetry in a plane figure	(i) identify reflectional symmetry in a plane figure	Instruction	9781578377749	Lesson 4.1, page 222	Top of page
			Assessment	9781578377749	Lesson 4.1, page 224	Exercises 13-15
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(D) identify and distinguish between reflectional and rotational symmetry in a plane figure	(ii) identify rotational symmetry in a plane figure	Instruction	9781578377749	Lesson 4.3, page 237	Top of page
			Assessment	9781578377749	Lesson 4.3, page 238	Exercises 8-10
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(D) identify and distinguish between reflectional and rotational symmetry in a plane figure	(iii) distinguish between reflectional and rotational symmetry in a plane figure	Instruction	9781578377749	Lesson 4.1, page 222 and Lesson 4.3, page 237	Both at the top of the page
			Assessment	9781578377749	Lesson 4.3, page 237	Exercise 4
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(A) distinguish between undefined terms, definitions, postulates, conjectures, and theorems	(i) distinguish between undefined terms, definitions, postulates, conjectures, and theorems	Instruction	9781578377749	Lesson 2.2, page 78	Summary table at the top of the page

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377749	Lesson 2.2, page 79	Exercise 2
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(i) identify the validity of the converse of a conditional statement	Instruction	9781578377749	Lesson 2.3, page 81	Converse of Conditionals text
			Assessment	9781578377749	Lesson 2.3, page 84	Exercise 8
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(ii) identify the validity of the inverse of a conditional statement	Instruction	9781578377749	Lesson 2.3, page 82	Inverse of Conditionals text
			Assessment	9781578377749	Lesson 2.3, page 84	Exercise 9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(iii) identify the validity of the contrapositive of a conditional statement	Instruction	9781578377749	Lesson 2.3, page 82	Contrapositive of Conditionals text
			Assessment	9781578377749	Lesson 2.3, page 84	Exercise 10
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(iv) determine the validity of the converse of a conditional statement	Instruction	9781578377749	Lesson 2.3, page 81	Converse of Conditionals text
			Assessment	9781578377749	Lesson 2.3, page 85	Exercises 17-24
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(v) determine the validity of the inverse of a conditional statement	Instruction	9781578377749	Lesson 2.3, page 82	Inverse of Conditionals text
			Assessment	9781578377749	Lesson 2.3, page 85	Exercises 17-24

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(vi) determine the validity of the contrapositive of a conditional statement	Instruction	9781578377749	Lesson 2.3, page 82	Contrapositive of Conditionals text
			Assessment	9781578377749	Lesson 2.3, page 85	Exercises 17-24
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(vii) recognize the connection between a biconditional statement and a true conditional statement with a true converse	Instruction	9781578377749	Lesson 2.3, page 83	Biconditional Statements text
			Assessment	9781578377749	Lesson 2.3, page 85	Exercises 15-16
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(C) verify that a conjecture is false using a counterexample	(i) verify that a conjecture is false using a counterexample	Instruction	9781578377749	Lesson 2.1, page 70	Text above Example 4
			Assessment	9781578377749	Lesson 2.1, page 73	Exercises 13-16
			Instruction	9781578377749	Lesson 2.2, page 78	Summary table at the top of the page

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(D) compare geometric relationships between Euclidean and spherical geometries, including parallel lines and the sum of the angles in a triangle	(i) compare geometric relationships between Euclidean and spherical geometries, including parallel lines	Instruction	9781578377749	Lesson 5.1, page 289	Cultural Connection
			(Drop-down menu)	9781578377749	N/A	Not Covered
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(D) compare geometric relationships between Euclidean and spherical geometries, including parallel lines and the sum of the angles in a triangle	(ii) compare geometric relationships between Euclidean and spherical geometries, including the sum of the angles in a triangle	Instruction	9781578377749	N/A	Not Covered
			(Drop-down menu)	9781578377749	N/A	Not Covered
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(i) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal	Instruction	9781578377749	Lesson 2.8, page 113	Example 1
			Assessment	9781578377749	Lesson 2.8, page 118	Exercises 13-16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(ii) investigate patterns to make conjectures about geometric relationships, including criteria required for triangle congruence	Instruction	9781578377749	Lesson 5.4, page 308	Activity 3
			Assessment	9781578377749	Lesson 5.4, page 310	Exercises 5-7
			Instruction	9781578377749	Lesson 5.5, page 313	Example 1
			Assessment	9781578377749	Lesson 5.5, page 317	Exercises 13-15
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(iii) investigate patterns to make conjectures about geometric relationships, including special segments of triangles	Instruction	9781578377749	Lesson 5.8, page 331	Activity 1
			Assessment	9781578377749	Lesson 5.8, page 335	Exercises 5-8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(iv) investigate patterns to make conjectures about geometric relationships, including diagonals of quadrilaterals	Instruction	9781578377749	Lesson 8.5, page 496	Housebuilder's Theorem box
			Assessment	9781578377749	Lesson 8.5, page 498	Exercise 5
			Instruction	9781578377749	Lesson 8.5, page 497	Activity 2
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(v) investigate patterns to make conjectures about geometric relationships, including interior angles of polygons	Instruction	9781578377749	Lesson 8.2, pages 478-479	Activity 1
			Assessment	9781578377749	Lesson 8.2, page 482	Exercises 3-5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(vi) investigate patterns to make conjectures about geometric relationships, including exterior angles of polygons	Instruction	9781578377749	Lesson 8.2, pages 480-481	Activity 2
			Assessment	9781578377749	Lesson 8.2, page 482	Exercises 6-8
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(vii) investigate patterns to make conjectures about geometric relationships, including special segments	Instruction	9781578377749	Lesson 10.2, page 597	Activity 2
			Assessment	9781578377749	Lesson 10.2, page 599	Exercises 6-9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(viii) investigate patterns to make conjectures about angles of circles choosing from a variety of tools	Instruction	9781578377749	Lesson 10.4, page 613	Activity 2
			Assessment	9781578377749	Lesson 10.4, page 616	Exercises 5-8
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(i) construct congruent segments using a compass and a straightedge	Instruction	9781578377749		Construction 1
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(ii) construct congruent angles using a compass and a straightedge	Instruction	9781578377749	Lesson 1.4, page 28	Construction 5
			Assessment	9781578377749	Lesson 1.4, page 31	Exercise 2
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(iii) construct a segment bisector using a compass and a straightedge	Instruction	9781578377749	Lesson 1.4, page 27	Construction 2
			Assessment	9781578377749	Lesson 1.4, page 31	Exercise 1
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(iv) construct an angle bisector using a compass and a straightedge	Instruction	9781578377749	Lesson 1.4, page 29	Construction 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377749	Lesson 1.4, page 31	Exercise 3
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(v) construct perpendicular lines using a compass and a straightedge	Instruction	9781578377749	Lesson 1.4, page 28	Construction 4
			(Drop-down menu)			
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(vi) construct the perpendicular bisector of a line segment using a compass and a straightedge	Instruction	9781578377749	Lesson 1.4, page 27	Construction 2
			Assessment	9781578377749	Lesson 1.4, page 31	Exercise 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(vii) construct a line parallel to a given line through a point not on a line using a compass and a straightedge	Instruction	9781578377749	Lesson 2.8, page 112	Construction
			(Drop-down menu)			
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(C) use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships	(i) use the constructions of congruent segments to make conjectures about geometric relationships	Instruction	9781578377749	Lesson 1.4, page 30	Problem Solving Feature
			(Drop-down menu)			
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(C) use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships	(ii) use the constructions of congruent angles to make conjectures about geometric relationships	Instruction	9781578377749	Lesson 1.5, page 35	Activity 2
			Activity	9781578377749	Lesson 1.5, page 36	Critical Thinking Question

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(C) use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships	(iii) use the constructions of angle bisectors to make conjectures about geometric relationships	Instruction	9781578377749	N/A	Not Covered
			Assessment	9781578377749	Lesson 1.4, page 32	Exercise 7
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(C) use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships	(iv) use the constructions of perpendicular bisectors to make conjectures about geometric relationships	Instruction	9781578377749	Lesson 1,5, page 33	Activity 1
			(Drop-down menu)			
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(D) verify the Triangle Inequality theorem using constructions and apply the theorem to solve problems	(i) verify the Triangle Inequality theorem using constructions	Instruction	9781578377749	Lesson 5.3, page 301	Activity
			(Drop-down menu)			
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(D) verify the Triangle Inequality theorem using constructions and apply the theorem to solve problems	(ii) apply the theorem to solve problem	Instruction	9781578377749	Lesson 5.3, page 303	Example 2
			Assessment	9781578377749	Lesson 5.3, page 305	Exercises 7-9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems	(i) verify theorems about angles formed by the intersection of lines including vertical angles	Instruction	9781578377749	Lesson 1.3, page 22	Activity 3
			Assessment	9781578377749	Lesson 1.3, page 24	Exercise 19
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems	(ii) verify theorems about angles formed by the intersection of line segments, including vertical angles	Instruction	9781578377749	Lesson 1.3, page 22	Activity 3
			Assessment	9781578377749	Lesson 1.3, page 24	Exercise 19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems	(iii) verify theorems about angles formed by parallel lines cut by a transversal	Instruction	9781578377749	Lesson 1.5, page 36	Activity 3
			Assessment	9781578377749	Lesson 1.5, page 39	Exercise 7
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems	(iv) prove equidistance between the endpoints of a segment and points on its perpendicular bisector	Instruction	9781578377749	Lesson 5.8, page 332	Example 1
			Assessment	9781578377749	Lesson 1.4, page 31	Exercise 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems	(v) apply these relationships to solve problems	Instruction	9781578377749	Chapter 1 Math Labs, pages 44-46	Activity 3
			Review	9781578377749	Chapter 1, Math Applications, page 53	Exercise 9
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions	(i) prove two triangles are congruent by applying the Side-Angle-Side congruence condition	Instruction	9781578377749	Lesson 5.4, page 308	Activity 3
			Assessment	9781578377749	Lesson 5.4, page 310	Exercises 4-7
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions	(ii) prove two triangles are congruent by applying the Angle-Side-Angle congruence condition	Instruction	9781578377749	Lesson 5.5, page 312	Activity
			Assessment	9781578377749	Lesson 5.5, page 317	Exercise 14
			Instruction	9781578377749	Lesson 5.5, page 313	Example 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions	(iii) prove two triangles are congruent by applying the Side-Side-Side congruence condition	Instruction	9781578377749	Lesson 5.4, page 307	Activity 2
			Assessment	9781578377749	Lesson 5.4, page 310	Exercise 6
			Instruction	9781578377749	Lesson 5.4, page 308	Example 1
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions	(iv) prove two triangles are congruent by applying the Angle-Angle-Side congruence condition	Instruction	9781578377749	Lesson 5.5, page 314	Example 3
			Assessment	9781578377749	Lesson 5.5, page 317	Exercises 13, 15
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions	(v) prove two triangles are congruent by applying the Hypotenuse-Leg congruence condition	Instruction	9781578377749	Lesson 5.7, page 328	Hypotenuse-Leg box
			Assessment	9781578377749	Lesson 5.7, page 330	Exercise 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(C) apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles	(i) apply the definition of congruence, in terms of rigid transformations, to identify congruent figures	Instruction	9781578377749	Lesson 5.5, page 314	Bottom Paragraph
			Assessment	9781578377749	Lesson 5.5, page 316	Exercise 4
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(C) apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles	(ii) apply the definition of congruence, in terms of rigid transformations, to identify [congruent figures'] corresponding sides	Instruction	9781578377749	N/A	Not Covered
			Assessment	9781578377749	Lesson 5.7, page 330	Exercise 8
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(C) apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles	(iii) apply the definition of congruence, in terms of rigid transformations, to identify [congruent figures'] corresponding angles	Instruction	9781578377749	N/A	Not Covered
			(Drop-down menu)	9781578377749	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(i) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem	Instruction	9781578377749	Lesson 7.2, page 418	Activity 2
			Assessment	9781578377749	Lesson 7.2, page 422	Exercises 1-3
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(ii) verify theorems about the relationships in triangles, including the sum of interior angles	Instruction	9781578377749	Lesson 5.1, page 288	Activity 3
			Assessment	9781578377749	Lesson 5.1, page 290	Exercise 3
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(iii) verify theorems about the relationships in triangles, including the base angles of isosceles triangles	Instruction	9781578377749	Lesson 5.7, page 325	Activity 1
			Assessment	9781578377749	Lesson 5.7, page 329	Exercise 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(iv) verify theorems about the relationships in triangles, including of the midsegments	Instruction	9781578377749	N/A	Not Covered
			(Drop-down menu)	9781578377749	N/A	Not Covered
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(v) verify theorems about the relationships in triangles, including the medians	Instruction	9781578377749	Lesson 5.8, page 331	Activity 1
			Assessment	9781578377749	Lesson 5.8, page 335	Exercise 1
			Activity	9781578377749	Lesson 5.8, page 334	Activity 2
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(vi) apply these relationships to solve problems	Instruction	9781578377749	Lesson 5.1, page 287	Exercise 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377749	Lesson 5.1, pages 290-291	Exercises 5-6
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(E) prove a quadrilateral is a parallelogram, rectangle, square, or rhombus using opposite sides, opposite angles, or diagonals and apply these relationships to solve problems	(i) prove a quadrilateral is a parallelogram, rectangle, square, or rhombus using opposite sides, opposite angles, or diagonals	Instruction	9781578377749	Lesson 8.4, pages 491-492	Example 3
			Assessment	9781578377749	Lesson 8.4, page 499	Exercises 7-8
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(E) prove a quadrilateral is a parallelogram, rectangle, square, or rhombus using opposite sides, opposite angles, or diagonals and apply these relationships to solve problems	(ii) apply these relationships to solve problems	Instruction	9781578377749	Lesson 8.5, page 495	Example 1
			Assessment	9781578377749	Lesson 8.5, page 499	Exercises 6-7
(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:	(A) apply the definition of similarity in terms of a dilation to identify similar figures and their proportional sides and the congruent corresponding angles	(i) apply the definition of similarity in terms of a dilation to identify similar figures	Instruction	9781578377749	Lesson 6.2, page 364	Activity 1
			Assessment	9781578377749	Lesson 6.2, page 368	Exercise 1
			Instruction	9781578377749	Lesson 6.2, page 365	Example 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:	(A) apply the definition of similarity in terms of a dilation to identify similar figures and their proportional sides and the congruent corresponding angles	(ii) apply the definition of similarity in terms of a dilation to identify their proportional sides	Instruction	9781578377749	Lesson 6.2, page 367	Activity 3
			Assessment	9781578377749	Lesson 6.2, page 367	Activity 3
			Assessment	9781578377749	Lesson 6.2, page 369	Exercises 6-9
(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:	(A) apply the definition of similarity in terms of a dilation to identify similar figures and their proportional sides and the congruent corresponding angles	(iii) apply the definition of similarity in terms of a dilation to identify the congruent corresponding angles	Instruction	9781578377749	Lesson 6.2, page 364	Activity 1
			Assessment	9781578377749	Lesson 6.2, page 368	Exercises 3, 5
(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:	(B) apply the Angle-Angle criterion to verify similar triangles and apply the proportionality of the corresponding sides to solve problems	(i) apply the Angle-Angle criterion to verify similar triangles	Instruction	9781578377749	Lesson 6.2, page 367	Bottom Page
			Assessment	9781578377749	Lesson 6.2, page 368	Exercises 3, 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:	(B) apply the Angle-Angle criterion to verify similar triangles and apply the proportionality of the corresponding sides to solve problems	(ii) apply the proportionality of the corresponding sides to solve problems	Instruction	9781578377749	Lesson 6.2, page 366	Example 2
			Assessment	9781578377749	Lesson 6.2, pages 369-370	Exercises 15-18
(8) Similarity, proof, and trigonometry. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) prove theorems about similar triangles, including the Triangle Proportionality theorem, and apply these theorems to solve problems	(i) prove theorems about similar triangles, including the Triangle Proportionality theorem	Instruction	9781578377749	Lesson 6.3, page 374	Example 3
			Assessment	9781578377749	Lesson 6.3, page 377	Exercises 5-7
(8) Similarity, proof, and trigonometry. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) prove theorems about similar triangles, including the Triangle Proportionality theorem, and apply these theorems to solve problems	(ii) apply these theorems to solve problems	Instruction	9781578377749	Lesson 6.3, page 373	Example 2
			Assessment	9781578377749	Lesson 6.3, pages 377-378	Exercises 8-14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Similarity, proof, and trigonometry. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) identify and apply the relationships that exist when an altitude is drawn to the hypotenuse of a right triangle, including the geometric mean, to solve problems	(i) identify the relationships that exist when an altitude is drawn to the hypotenuse of a right triangle, including the geometric mean, to solve problems	Instruction	9781578377749	Lesson 6.5, page 384	Bottom Box "Geometric Mean"
			Assessment	9781578377749	Lesson 6.5, page 387	Exercises 6-11
			Instruction	9781578377749	Lesson 6.5, page 385	Examples 2-3
(8) Similarity, proof, and trigonometry. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) identify and apply the relationships that exist when an altitude is drawn to the hypotenuse of a right triangle, including the geometric mean, to solve problems	(ii) apply the relationships that exist when an altitude is drawn to the hypotenuse of a right triangle, including the geometric mean, to solve problems	Instruction	9781578377749	Lesson 6.5, page 385	Example 3
			Assessment	9781578377749	Lesson 6.5, page 388	Exercises 12-17
			Instruction	9781578377749	Lesson 6.5, page 386	Problem Solving Feature
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(i) determine the lengths of sides in a right triangle by applying the trigonometric ratio sine to solve problems	Instruction	9781578377749	Lesson 7.5, page 438	Example 1
			Assessment	9781578377749	Lesson 7.5, pages 440-442	Exercises 6-24

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(ii) determine the measures of angles in a right triangle by applying the trigonometric ratio sine to solve problems	Instruction	9781578377749	N/A	Not Covered
			Assessment	9781578377749	Lesson 7.5, pages 440-442	Exercises 6-24
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(iii) determine the lengths of sides in a right triangle by applying the trigonometric ratio cosine to solve problems	Instruction	9781578377749	N/A	Not Covered
			Assessment	9781578377749	Lesson 7.5, pages 440-442	Exercises 6-24
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(iv) determine the measures of angles in a right triangle by applying the trigonometric ratio cosine to solve problems	Instruction	9781578377749	Lesson 7.5, page 438	Example 2
			Assessment	9781578377749	Lesson 7.5, pages 440-442	Exercises 6-24

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(v) determine the lengths of sides in a right triangle by applying the trigonometric ratio tangent to solve problems	Instruction	9781578377749	N/A	Not Covered
			Assessment	9781578377749	Lesson 7.5, pages 440-442	Exercises 6-24
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(vi) determine the measures of angles in a right triangle by applying the trigonometric ratio tangent to solve problems	Instruction	9781578377749	N/A	Not Covered
			Assessment	9781578377749	Lesson 7.5, pages 440-442	Exercises 6-24
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(B) apply the relationships in special right triangles 30°-60°-90° and 45°-45°-90° and the Pythagorean theorem, including Pythagorean triples, to solve problems	(i) apply the relationships in special right triangles 30°-60°-90° to solve problems	Instruction	9781578377749	Lesson 7.3, page 425	Example 2
			Assessment	9781578377749	Lesson 7.3, pages 427-428	Exercises 2, 7, 8, 12, 13

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(B) apply the relationships in special right triangles 30°-60°-90° and 45°-45°-90° and the Pythagorean theorem, including Pythagorean triples, to solve problems	(ii) apply the relationships in special right triangles 45°-45°-90° to solve problems	Instruction	9781578377749	Lesson 7.3, page 424	Example 1
			Assessment	9781578377749	Lesson 7.3, pages 427-428	Exercises 1, 6
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(B) apply the relationships in special right triangles 30°-60°-90° and 45°-45°-90° and the Pythagorean theorem, including Pythagorean triples, to solve problems	(iii) apply the relationships in the Pythagorean theorem, including Pythagorean triples, to solve problems	Instruction	9781578377749	Lesson 7.2, page 421	Activity 4
			Assessment	9781578377749	Lesson 7.2, page 422	Exercises 6-14
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(i) identify the shapes of two-dimensional cross-sections of prisms	Instruction	9781578377749	Lesson 11.10, page 711	Activity 1
			Assessment	9781578377749	Lesson 11.10, page 713	Exercise 9
			Assessment	9781578377749	Lesson 11.10, page 714	Exercise 17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(ii) identify the shapes of two-dimensional cross-sections of pyramids	Instruction	9781578377749	Lesson 11.10, page 710	Middle of Page
			Assessment	9781578377749	Lesson 11.10, page 713	Exercise 9
			Assessment	9781578377749	Lesson 11.10, page 714	Exercise 11
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(iii) identify the shapes of two-dimensional cross-sections of cylinders	Instruction	9781578377749	Lesson 11.10, page 710	Middle of Page
			Assessment	9781578377749	Lesson 11.10, page 713	Exercise 6
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(iv) identify the shapes of two-dimensional cross-sections of cones	Instruction	9781578377749	Lesson 11.10, page 710	Example 1
			Assessment	9781578377749	Lesson 11.10, page 713	Exercise 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(v) identify the shapes of two-dimensional cross-sections of spheres	Instruction	9781578377749	Lesson 11.10, page 711	Example 2
			Assessment	9781578377749	Lesson 11.10, page 714	Exercise 12
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(vi) identify three-dimensional objects generated by rotations of two-dimensional shapes	Instruction	9781578377749	N/A	Not Covered
			(Drop-down menu)	9781578377749	N/A	Not Covered
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(B) determine and describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional and non-proportional dimensional change	(i) determine how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional dimensional change	Instruction	9781578377749	Lesson 9.6, page 555	Activity
			Assessment	9781578377749	Lesson 9.6, page 558	Exercises 10-12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(B) determine and describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional and non-proportional dimensional change	(ii) determine how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including non-proportional dimensional change	Instruction	9781578377749	N/A	Not Covered
			Assessment	9781578377749	Lesson 9.1, page 530	Exercise 3
			Assessment	9781578377749	Lesson 9.2, page 536	Exercise 3
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(B) determine and describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional and non-proportional dimensional change	(iii) describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional dimensional change	Instruction	9781578377749	N/A	Not Covered
			Assessment	9781578377749	Lesson 9.6, page 558	Exercise 5
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(B) determine and describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional and non-proportional dimensional change	(iv) describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including non-proportional dimensional change	Instruction	9781578377749	N/A	Not Covered
			Assessment	9781578377749	Lesson 9.1, page 530	Exercise 3
			Assessment	9781578377749	Lesson 9.2, page 536	Exercise 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(A) apply the formula for the area of regular polygons to solve problems using appropriate units of measure	(i) apply the formula for the area of regular polygons to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 9.4, page 546	Example
			Assessment	9781578377749	Lesson 9.4, page 547	Exercises 6-10
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(B) determine the area of composite two-dimensional figures comprised of a combination of triangles, parallelograms, trapezoids, kites, regular polygons, or sectors of circles to solve problems using appropriate units of measure	(i) determine the area of composite two-dimensional figures comprised of a combination of triangles, parallelograms, trapezoids, kites, regular polygons, or sectors of circles to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 9.1, page 528	Example 1
			Assessment	9781578377749	Lesson 9.1, page 531	Exercises 5-8
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(i) apply the formulas for the total surface area of three-dimensional figures, including prisms, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.3, page 668	Example 2
			Assessment	9781578377749	Lesson 11.3, page 671	Exercise 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(ii) apply the formulas for the total surface area of three-dimensional figures, including pyramids, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.5, page 682	Activity
			Assessment	9781578377749	Lesson 11.5, page 687	Exercises 7-8
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(iii) apply the formulas for the total surface area of three-dimensional figures, including cones, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.5, page 685	Area in Cones
			Assessment	9781578377749	Lesson 11.5, page 687	Exercise 10
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(iv) apply the formulas for the total surface area of three-dimensional figures, including cylinders, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.3, page 670	Bottom of Page
			Assessment	9781578377749	Lesson 11.3, page 671	Exercise 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(v) apply the formulas for the total surface area of three-dimensional figures, including spheres, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.7, page 694	Activity 1
			Assessment	9781578377749	Lesson 11.7, page 698	Exercises 5-7
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(vi) apply the formulas for the total surface area of three-dimensional figures, including composite figures, to solve problems using appropriate units of measure	Instruction	9781578377749	N/A	Not Covered
			(Drop-down menu)	9781578377749	N/A	Not Covered
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(vii) apply the formulas for the lateral surface area of three-dimensional figures, including prisms, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.3, page 667	Activity
			Assessment	9781578377749	lesson 11.3, page 671	Exercises 4-6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(viii) apply the formulas for the lateral surface area of three-dimensional figures, including pyramids, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.5, page 683	Top of Page
			(Drop-down menu)	9781578377749	N/A	Not Covered
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(ix) apply the formulas for the lateral surface area of three-dimensional figures, including cones, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.5, page 686	Example 2
			Assessment	9781578377749	Lesson 11.5, page 687	Exercise 9
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(x) apply the formulas for the lateral surface area of three-dimensional figures, including cylinders, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.3, page 670	Example 3
			Assessment	9781578377749	Lesson 11.3, page 671	Exercise 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(xi) apply the formulas for the lateral surface area of three-dimensional figures, including spheres, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.7, page 694	Activity 1
			Assessment	9781578377749	Lesson 11.7, page 698	Exercises 5-7
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(xii) apply the formulas for the lateral surface area of three-dimensional figures, including composite figures, to solve problems using appropriate units of measure	Instruction	9781578377749	N/A	Not Covered
			(Drop-down menu)	9781578377749	N/A	Not Covered
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(i) apply the formulas for the volume of three-dimensional figures, including prisms, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.4, page 676	Example 2
			Assessment	9781578377749	Lesson 11.4, page 679	Exercises 4-5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(ii) apply the formulas for the volume of three-dimensional figures, including pyramids, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.6, page 689	Bottom of Page
			Assessment	9781578377749	Lesson 11.6, page 692	Exercises 5-6
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(iii) apply the formulas for the volume of three-dimensional figures, including cones, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.6, page 690	Activity 2
			Assessment	9781578377749	Lesson 11.6, page 692	Exercise 7
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(iv) apply the formulas for the volume of three-dimensional figures, including cylinders, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.4, page 677	Example 3
			Activity	9781578377749	Lesson 11.4, page 679	Exercises 3, 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(v) apply the formulas for the volume of three-dimensional figures, including spheres, to solve problems using appropriate units of measure	Instruction	9781578377749	Lesson 11.7, page 696	Activity 2
			Assessment	9781578377749	Lesson 11.7, page 698	Exercises 5-7
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(vi) apply the formulas for the volume of three-dimensional figures, including composite figures, to solve problems using appropriate units of measure	Instruction	9781578377749	N/A	Not Covered
			(Drop-down menu)	9781578377749	N/A	Not Covered
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(A) apply theorems about circles, including relationships among angles, radii, chords, tangents, and secants, to solve non-contextual problems	(i) apply theorems about circles, including relationships among angles, radii, chords, tangents, and secants, to solve non-contextual problems	Instruction	9781578377749	Lesson 10.2, page 597	Activity 2
			Assessment	9781578377749	Lesson 10.2, page 600	Exercise 10

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(B) apply the proportional relationship between the measure of an arc length of a circle and the circumference of the circle to solve problems	(i) apply the proportional relationship between the measure of an arc length of a circle and the circumference of the circle to solve problems	Instruction	9781578377749	Lesson 10.3, page 607	Top of Page
			Assessment	9781578377749	Lesson 10.3, page 608	Exercise 5
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(C) apply the proportional relationship between the measure of the area of a sector of a circle and the area of the circle to solve problems	(i) apply the proportional relationship between the measure of the area of a sector of a circle and the area of the circle to solve problems	Instruction	9781578377749	Lesson 9.7, page 562	Top of Page
			Assessment	9781578377749	Lesson 10.3, page 607	Exercise 4
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(D) describe radian measure of an angle as the ratio of the length of an arc intercepted by a central angle and the radius of the circle	(i) describe radian measure of an angle as the ratio of the length of an arc intercepted by a central angle and the radius of the circle	Instruction	9781578377749	N/A	Not Covered
			(Drop-down menu)	9781578377749	N/A	Not Covered
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(E) show that the equation of a circle with center at the origin and radius r is $x^2 + y^2 = r^2$ and determine the equation for the graph of a circle with radius r and center (h, k), $(x - h)^2 + (y - k)^2 = r^2$	(i) show that the equation of a circle with center at the origin and radius r is $x^2 + y^2 = r^2$	Instruction	9781578377749	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377749	Lesson 10.1, page 592	Exercises 3, 10
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(E) show that the equation of a circle with center at the origin and radius r is $x^2 + y^2 = r^2$ and determine the equation for the graph of a circle with radius r and center (h, k), $(x - h)^2 + (y - k)^2 = r^2$	(ii) determine that the equation for the graph of a circle with radius r and center (h, k), $(x - h)^2 + (y - k)^2 = r^2$	Instruction	9781578377749	Lesson 10.1, pages 588-589	Example 1
			Assessment	9781578377749	Lesson 10.1, pages 592	Exercises 6-9
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(A) develop strategies to use permutations and combinations to solve contextual problems	(i) develop strategies to use permutations to solve contextual problems	Instruction	9781578377749	Lesson 12.5, page 766	Example 1
			Assessment	9781578377749	Lesson 12.5, page 768	Exercises 14-22
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(A) develop strategies to use permutations and combinations to solve contextual problems	(ii) develop strategies to use combinations to solve contextual problems	Instruction	9781578377749	Lesson 12.6, page 770	Example 1
			Assessment	9781578377749	Lesson 12.6, page 772	Exercises 15-27

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(B) determine probabilities based on area to solve contextual problems	(i) determine probabilities based on area to solve contextual problems	Instruction	9781578377749	Lesson 9.7, page 561	Activity
			Assessment	9781578377749	Lesson 9.7, page 564	Exercises 8-10
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(C) identify whether two events are independent and compute the probability of the two events occurring together with or without replacement	(i) identify whether two events are independent	Instruction	9781578377749	Lesson 12.3, page 753	Bottom of Page
			Assessment	9781578377749	Lesson 12.3, page 756	Exercise 1
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(C) identify whether two events are independent and compute the probability of the two events occurring together with or without replacement	(ii) compute the probability of the two events occurring together with or without replacement	Instruction	9781578377749	Lesson 12.4, page 759	Example 1
			Assessment	9781578377749	Lesson 12.4, page 763	Exercises 14-19
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(D) apply conditional probability in contextual problems	(i) apply conditional probability in contextual problems	Instruction	9781578377749	Lesson 12.4, page 761	Example 4
			Assessment	9781578377749	Lesson 12.4, page 763	Exercises 20-25

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(E) apply independence in contextual problems	(i) apply independence in contextual problems	Instruction	9781578377749	Lesson 12.4, page 760	Example 2
			Assessment	9781578377749	Lesson 12.4, pages 764-765	Exercises 26-32

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.41. Geometry, Adopted 2012 (One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Geometry**
Program ISBN	**9781578377749**

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Prerequisite: Algebra I.

(b) Introduction.

(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.

(2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(3) In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straight edge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

(4) These standards are meant to provide clarity and specificity in regards to the content covered in the high school geometry course. These standards are not meant to limit the methodologies used to convey this knowledge to students. Though the standards are written in a particular order, they are not necessarily meant to be taught in the given order. In the standards, the phrase "to solve problems" includes both contextual and non-contextual problems unless specifically stated.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(i) apply mathematics to problems arising in everyday life	Instruction	9781578377534	Lesson 5.2, page 296	Example 3
			Assessment	9781578377534	Chapter 4, Math Applications, Page 459	Exercise 13
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(ii) apply mathematics to problems arising in society	Instruction	9781578377534	Lesson 4.4, page 242	Cultural Connection
			Activity	9781578377534	Lesson 6.5, page 386	Problem Solving Feature
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(iii) apply mathematics to problems arising in the workplace	Instruction	9781578377534	Lesson 5.3, page 304	Workplace Communication
			Assessment	9781578377534	Chapter 4, Math Applications, page 276	Exercise 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	(i) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process	Instruction	9781578377534	Lesson 1.4, page 30	Problem Solving Feature
			Activity	9781578377534	Lesson 2.6, page 102	Problem Solving Feature
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	(ii) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the reasonableness of the solution	Instruction	9781578377534	Lesson 5.5, page 315	Problem Solving Feature
			Activity	9781578377534	Lesson 9.3, page 542	Problem Solving Feature
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(i) select tools, including real objects as appropriate, to solve problems	Instruction	9781578377534	Chapter 3, Math Labs, page 199	Actvity 3
			Activity	9781578377534	Lesson 5.4, page 306	Activity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(ii) select tools, including manipulatives as appropriate, to solve problems	Instruction	9781578377534	Lesson 5.1, pages 285-286	Activity 1
			Activity	9781578377534	Chapter 7, Math Labs, page 450	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iii) select tools, including paper and pencil as appropriate, to solve problems	Instruction	9781578377534	Lesson 3.4, page 168	Activity 1
			Activity	9781578377534	Lesson 4.1, page 221	Activity 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iv) select tools, including technology as appropriate, to solve problems	Instruction	9781578377534	Chapter 2, Math Labs, page 124	Activity 3
			Activity	9781578377534	Chapter 4, Math Labs, pages 263-266	Activiity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(v) select techniques, including mental math as appropriate, to solve problems	Instruction	9781578377534	Chapter 4, Math Labs, pages 267-268	Activity 2
			Activity	9781578377534	Lesson 5.2, page 293	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(vi) select techniques including estimation as appropriate, to solve problems	Instruction	9781578377534	Chapter 7, Math Labs, page 450	Activity 1
			Activity	9781578377534	Lesson 9.5, page 550	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(vii) select techniques, including number sense as appropriate, to solve problems	Instruction	9781578377534	Chapter 8, Math Labs, pages 507-508	Activity 1
			Activity	9781578377534	Lesson 9.1, page 529	Example 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(i) communicate mathematical ideas using multiple representations, including symbols as appropriate	Instruction	9781578377534	Lesson 3.1, page 147	Example 3
			Assessment	9781578377534	Lesson 1.2, page 17	Exercises 13-22
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate	Instruction	9781578377534	Lesson 4.1, page 221	Activity 2
			Assessment	9781578377534	Chapter 4, Math Applications, page 277	Exercise 10
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate	Instruction	9781578377534	Lesson 7.4, page 430	Activity
			Assessment	9781578377534	Chapter 3, Math Applications, page 202	Exercise 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iv) communicate mathematical ideas using multiple representations, including language as appropriate	Instruction	9781578377534	Lesson 1.5, page 34	Entire Page
			Assessment	9781578377534	Lesson 8.5, page 498	Exercise 5
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(v) communicate mathematical reasoning using multiple representations, including symbols as appropriate	Instruction	9781578377534	Lesson 2.5, page 91	Example 1
			Assessment	9781578377534	Chapter 5, Math Applications, page 347	Exercise 11
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate	Instruction	9781578377534	Lesson 2.8, page 113	Example 1
			Assessment	9781578377534	Chapter 2, Math Applications, page 130	Exercise 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate	Instruction	9781578377534	Lesson 3.1, page 145	Activity
			Activity	9781578377534	Lesson 3.3, page 162	Activity
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(viii) communicate mathematical reasoning using multiple representations, including language as appropriate	Instruction	9781578377534	Lesson 2.6, page 99	Example 2
			Assessment	9781578377534	Chapter 8, Math Applications, page 512	Exercise 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ix) communicate [mathematical ideas'] implications using multiple representations, including symbols as appropriate	Instruction	9781578377534	Lesson 2.7, page 105	Example 1
			Assessment	9781578377534	Chapter 7, Math Applications, page 456	Exercise 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(x) communicate [mathematical ideas'] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377534	Lesson 4.1, page 220	Example 1
			Assessment	9781578377534	Lesson 5.5, page 316	Exercises 5-12
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xi) communicate [mathematical ideas'] implications using multiple representations, including graphs as appropriate	Instruction	9781578377534	Lesson 3.5, page 176	Entire Page
			Activity	9781578377534	Lesson 4.4, page 241	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xii) communicate [mathematical ideas'] implications using multiple representations, including language as appropriate	Instruction	9781578377534	Lesson 2.7, page 106	Example 2
			Activity	9781578377534	Chapter 2, Math Labs, page 121	Activity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate	Instruction	9781578377534	Lesson 2.4, page 87	Entire Page
			Assessment	9781578377534	Lesson 5.5, pag 317	Exercises 13-15
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377534	Lesson 10.4, page 613	Activity 2
			Assessment	9781578377534	Chapter 7, Math Applications, page 458	Exercise 11
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate	Instruction	9781578377534	Lesson 10.1, page 588	Example 1
			Assessment	9781578377534	Lesson 3.1, page 150	Exercise 21

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xvi) communicate [mathematical reasoning's] implications using multiple representations, including language as appropriate	Instruction	9781578377534	Lesson 2.2, page 78	Summary Table
			Assessment	9781578377534	Chapter 8, Math Applications, page 518	Exercise 12
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(i) create representations to organize mathematical ideas	Instruction	9781578377534	Lesson 3.3, page 160	Slope of Line and Line Segments text
			Assessment	9781578377534	Chapter 2, Math Applications, page 130	Exercise 8
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(ii) create representations to record mathematical ideas	Instruction	9781578377534	Lesson 6.1, pages 358-359	Activity
			Assessment	9781578377534	Lesson 2.3, page 84	Exercise 12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iii) create representations to communicate mathematical ideas	Instruction	9781578377534	Lesson 10.3, pages 603-604	Example 2
			Activity	9781578377534	Lesson 7.4, page 430	Activity
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iv) use representations to organize mathematical ideas	Instruction	9781578377534	Lesson 2.3, page 83	Example 5
			Activity	9781578377534	Chapter 8, Math Labs, pages 510-511	Activity 3
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(v) use representations to record mathematical ideas	Instruction	9781578377534	Lesson 12.4, page 762	Activity
			Activity	9781578377534	Chapter 6, Math Labs, pages 391-393	Activity 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(vi) use representations to communicate mathematical ideas	Instruction	9781578377534	Lesson 10.4, page 612	Example 2
			Activity	9781578377534	Chapter 3, Math Labs	Activity 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(i) analyze mathematical relationships to connect mathematical ideas	Instruction	9781578377534	Lesson 7.3, page 426	Activity 2
			Activity	9781578377534	Lesson 8.2, page 480	Activity 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(ii) analyze mathematical relationships to communicate mathematical ideas	Instruction	9781578377534	Lesson 10.3, page 605	Radius-Chord Properties
			Assessment	9781578377534	Lesson 4.3, page 237	Exercises 3-4
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(i) display mathematical ideas using precise mathematical language in written or oral communication	Instruction	9781578377534	Lesson 1.5, page 34	Entire Page
			Activity	9781578377534	Lesson 5.1, page 285	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(ii) display mathematical arguments using precise mathematical language in written or oral communication	Instruction	9781578377534	Lesson 2.6, page 98	Example 1
			Activity	9781578377534	Lesson 3.6, page 183	Activity 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iii) explain mathematical ideas using precise mathematical language in written or oral communication	Instruction	9781578377534	Lesson 2.3, pages 81-82	Examples 1-3
			Activity	9781578377534	Lesson 2.7, page 105	Example 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iv) explain mathematical arguments using precise mathematical language in written or oral communication	Instruction	9781578377534	Lesson 2.6, page 100	Activity
			Activity	9781578377534	Lesson 3.3, page 162	Activity
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(v) justify mathematical ideas using precise mathematical language in written or oral communication	Instruction	9781578377534	Lesson 2.8, page 115	Example 2
			Assessment	9781578377534	Chapter 2, Math Applications, page 131	Exercise 9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(vi) justify mathematical arguments using precise mathematical language in written or oral communication	Instruction	9781578377534	Lesson 5.1, page 288	Activity 3
			Activity	9781578377534	Lesson 7.5, page 439	Activity
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(A) determine the coordinates of a point that is a given fractional distance less than one from one end of a line segment to the other in one- and two-dimensional coordinate systems, including finding the midpoint	(i) determine the coordinates of a point that is a given fractional distance less than one from one end of a line segment to the other in one-dimensional coordinate systems, including finding the midpoint	Instruction	9781578377534	Lesson 1.2, page 15	Example 4
			Assessment	9781578377534	Lesson 1.2, page 16	Exercise 8
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(A) determine the coordinates of a point that is a given fractional distance less than one from one end of a line segment to the other in one- and two-dimensional coordinate systems, including finding the midpoint	(ii) determine the coordinates of a point that is a given fractional distance less than one from one end of a line segment to the other in two-dimensional coordinate systems, including finding the midpoint	Instruction	9781578377534	Lesson 3.1, page 147	Example 3
			Assessment	9781578377534	Lesson 3.1, page 148	Exercises 9-12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(i) derive the distance formula	Instruction	9781578377534	Lesson 3.1, page 145	Activity
			Assessment	9781578377534	Lesson 3.1, page 148	Exercise 1
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(ii) use the distance formula to verify geometric relationships, including congruence of segments	Instruction	9781578377534	Lesson 3.6, page 184	Example 3
			Assessment	9781578377534	Lesson 3.6, page 186	Exercises 10-12
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(iii) use the distance formula to verify geometric relationships, including parallelism or perpendicularity of pairs of lines	Instruction	9781578377534	Lesson 3.6, page 184	Example 3
			Assessment	9781578377534	Lesson 3.6, page 187	Exercise 16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(iv) derive the slope formula	Instruction	9781578377534	Lesson 3.3, page 159	Slope of a Vector
			Assessment	9781578377534	Lesson 3.3, page 164	Exercises 1-4
			Activity	9781578377534	Chapter 3 Math Lab, pages 196-197	Activity 1
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(v) use the slope formula to verify geometric relationships, including parallelism or perpendicularity of pairs of lines	Instruction	9781578377534	Lesson 3.6, page 184	Example 3
			Activity	9781578377534	Lesson 3.6, page 181	Activity 1
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(vi) derive the midpoint formula	Instruction	9781578377534	Lesson 3.1, page 147	The Midpoint Formula
			Assessment	9781578377534	Lesson 3.1, page 148	Exercise 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(B) derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines	(vii) use the midpoint formula to verify geometric relationships	Instruction	9781578377534	Lesson 3.6, page 181	Activity 1
			Assessment	9781578377534	Lesson 3.6, page 186	Exercise 9
(2) Coordinate and transformational geometry. The student uses the process skills to understand the connections between algebra and geometry and uses the one- and two-dimensional coordinate systems to verify geometric conjectures. The student is expected to:	(C) determine an equation of a line parallel or perpendicular to a given line that passes through a given point	(i) determine an equation of a line parallel or perpendicular to a given line that passes through a given point	Instruction	9781578377534	Lesson 3.4, page 170	Example 3
			Activity	9781578377534	Lesson 3.4, page 169	Activity 2
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(A) describe and perform transformations of figures in a plane using coordinate notation	(i) describe transformations of figures in a plane using coordinate notation	Instruction	9781578377534	Lesson 4.5, page 247	Box at top of page
			Activity	9781578377534	Lesson 4.5, page 246	Activity 1
			Activity	9781578377534	Lesson 4.5, page 247	Activity 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(A) describe and perform transformations of figures in a plane using coordinate notation	(ii) perform transformations of figures in a plane using coordinate notation	Instruction	9781578377534	Lesson 4.5, page 249	Example 2
			Activity	9781578377534	Lesson 4.5, page 249	Activity 3
			Activity	9781578377534	Lesson 4.5, page 250	Exercise 7
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(B) determine the image or pre-image of a given two-dimensional figure under a composition of rigid transformations, a composition of non-rigid transformations, and a composition of both, including dilations where the center can be any point in the plane	(i) determine the image or pre-image of a given two-dimensional figure under a composition of rigid transformations including dilations where the center can be any point in the plane	Instruction	9781578377534	Lesson 4.4, page 241	Example
			Activity	9781578377534	Lesson 4.4, page 241	Activity 1
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(B) determine the image or pre-image of a given two-dimensional figure under a composition of rigid transformations, a composition of non-rigid transformations, and a composition of both, including dilations where the center can be any point in the plane	(ii) determine the image or pre-image of a given two-dimensional figure under a composition of non-rigid transformations, including dilations where the center can be any point in the plane	Instruction	9781578377534	Lesson 4.7, page 261	Box at the top of the page
			Assessment	9781578377534	Lesson 4.7, page 262	Exercise 14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(B) determine the image or pre-image of a given two-dimensional figure under a composition of rigid transformations, a composition of non-rigid transformations, and a composition of both, including dilations where the center can be any point in the plane	(iii) determine the image or pre-image of a given two-dimensional figure under a composition of both, including dilations where the center can be any point in the plane	Instruction	9781578377534	Lesson 4.7, page 261	Box at the top of the page
			Assessment	9781578377534	Lesson 4.7, page 262	Exercise 14
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(C) identify the sequence of transformations that will carry a given pre-image onto an image on and off the coordinate plane	(i) identify the sequence of transformations that will carry a given pre-image onto an image on the coordinate plane	Instruction	9781578377534	Lesson 4.3, page 237	Top of the page
			Assessment	9781578377534	Lesson 4.3, page 239	Exercise 16
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(C) identify the sequence of transformations that will carry a given pre-image onto an image on and off the coordinate plane	(ii) identify the sequence of transformations that will carry a given pre-image onto an image off the coordinate plane	Instruction	9781578377534	Lesson 4.3, page 237	Top of the page
			Assessment	9781578377534	Lesson 4.3, page 238	Exercises 8-10
			Instruction	9781578377534	Lesson 4.3, page 237	Example 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(D) identify and distinguish between reflectional and rotational symmetry in a plane figure	(i) identify reflectional symmetry in a plane figure	Instruction	9781578377534	Lesson 4.1, page 222	Top of page
			Assessment	9781578377534	Lesson 4.1, page 224	Exercises 13-15
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(D) identify and distinguish between reflectional and rotational symmetry in a plane figure	(ii) identify rotational symmetry in a plane figure	Instruction	9781578377534	Lesson 4.3, page 237	Top of page
			Assessment	9781578377534	Lesson 4.3, page 238	Exercises 8-10
(3) Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:	(D) identify and distinguish between reflectional and rotational symmetry in a plane figure	(iii) distinguish between reflectional and rotational symmetry in a plane figure	Instruction	9781578377534	Lesson 4.1, page 222 and Lesson 4.3, page 237	Both at the top of the page
			Assessment	9781578377534	Lesson 4.3, page 237	Exercise 4
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(A) distinguish between undefined terms, definitions, postulates, conjectures, and theorems	(i) distinguish between undefined terms, definitions, postulates, conjectures, and theorems	Instruction	9781578377534	Lesson 2.2, page 78	Summary table at the top of the page

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377534	Lesson 2.2, page 79	Exercise 2
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(i) identify the validity of the converse of a conditional statement	Instruction	9781578377534	Lesson 2.3, page 81	Converse of Conditionals text
			Assessment	9781578377534	Lesson 2.3, page 84	Exercise 8
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(ii) identify the validity of the inverse of a conditional statement	Instruction	9781578377534	Lesson 2.3, page 82	Inverse of Conditionals text
			Assessment	9781578377534	Lesson 2.3, page 84	Exercise 9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(iii) identify the validity of the contrapositive of a conditional statement	Instruction	9781578377534	Lesson 2.3, page 82	Contrapositive of Conditionals text
			Assessment	9781578377534	Lesson 2.3, page 84	Exercise 10
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(iv) determine the validity of the converse of a conditional statement	Instruction	9781578377534	Lesson 2.3, page 81	Converse of Conditionals text
			Assessment	9781578377534	Lesson 2.3, page 85	Exercises 17-24
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(v) determine the validity of the inverse of a conditional statement	Instruction	9781578377534	Lesson 2.3, page 82	Inverse of Conditionals text
			Assessment	9781578377534	Lesson 2.3, page 85	Exercises 17-24

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(vi) determine the validity of the contrapositive of a conditional statement	Instruction	9781578377534	Lesson 2.3, page 82	Contrapositive of Conditionals text
			Assessment	9781578377534	Lesson 2.3, page 85	Exercises 17-24
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(B) identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse	(vii) recognize the connection between a biconditional statement and a true conditional statement with a true converse	Instruction	9781578377534	Lesson 2.3, page 83	Biconditional Statements text
			Assessment	9781578377534	Lesson 2.3, page 85	Exercises 15-16
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(C) verify that a conjecture is false using a counterexample	(i) verify that a conjecture is false using a counterexample	Instruction	9781578377534	Lesson 2.1, page 70	Text above Example 4
			Assessment	9781578377534	Lesson 2.1, page 73	Exercises 13-16
			Instruction	9781578377534	Lesson 2.2, page 78	Summary table at the top of the page

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(D) compare geometric relationships between Euclidean and spherical geometries, including parallel lines and the sum of the angles in a triangle	(i) compare geometric relationships between Euclidean and spherical geometries, including parallel lines	Instruction	9781578377534	Lesson 5.1, page 289	Cultural Connection
			(Drop-down menu)	9781578377534	N/A	Not Covered
(4) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships. The student is expected to:	(D) compare geometric relationships between Euclidean and spherical geometries, including parallel lines and the sum of the angles in a triangle	(ii) compare geometric relationships between Euclidean and spherical geometries, including the sum of the angles in a triangle	Instruction	9781578377534	N/A	Not Covered
			(Drop-down menu)	9781578377534	N/A	Not Covered
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(i) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal	Instruction	9781578377534	Lesson 2.8, page 113	Example 1
			Assessment	9781578377534	Lesson 2.8, page 118	Exercises 13-16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(ii) investigate patterns to make conjectures about geometric relationships, including criteria required for triangle congruence	Instruction	9781578377534	Lesson 5.4, page 308	Activity 3
			Assessment	9781578377534	Lesson 5.4, page 310	Exercises 5-7
			Instruction	9781578377534	Lesson 5.5, page 313	Example 1
			Assessment	9781578377534	Lesson 5.5, page 317	Exercises 13-15
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(iii) investigate patterns to make conjectures about geometric relationships, including special segments of triangles	Instruction	9781578377534	Lesson 5.8, page 331	Activity 1
			Assessment	9781578377534	Lesson 5.8, page 335	Exercises 5-8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(iv) investigate patterns to make conjectures about geometric relationships, including diagonals of quadrilaterals	Instruction	9781578377534	Lesson 8.5, page 496	Housebuilder's Theorem box
			Assessment	9781578377534	Lesson 8.5, page 498	Exercise 5
			Instruction	9781578377534	Lesson 8.5, page 497	Activity 2
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(v) investigate patterns to make conjectures about geometric relationships, including interior angles of polygons	Instruction	9781578377534	Lesson 8.2, pages 478-479	Activity 1
			Assessment	9781578377534	Lesson 8.2, page 482	Exercises 3-5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(vi) investigate patterns to make conjectures about geometric relationships, including exterior angles of polygons	Instruction	9781578377534	Lesson 8.2, pages 480-481	Activity 2
			Assessment	9781578377534	Lesson 8.2, page 482	Exercises 6-8
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(vii) investigate patterns to make conjectures about geometric relationships, including special segments	Instruction	9781578377534	Lesson 10.2, page 597	Activity 2
			Assessment	9781578377534	Lesson 10.2, page 599	Exercises 6-9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(A) investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools	(viii) investigate patterns to make conjectures about angles of circles choosing from a variety of tools	Instruction	9781578377534	Lesson 10.4, page 613	Activity 2
			(Drop-down menu)	9781578377534	Lesson 10.4, page 616	Exercises 5-8
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(i) construct congruent segments using a compass and a straightedge	Instruction	9781578377534	Lesson 1.4, page 26	Construction 1
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(ii) construct congruent angles using a compass and a straightedge	Instruction	9781578377534	Lesson 1.4, page 28	Construction 5
			Assessment	9781578377534	Lesson 1.4, page 31	Exercise 2
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(iii) construct a segment bisector using a compass and a straightedge	Instruction	9781578377534	Lesson 1.4, page 27	Construction 2
			Assessment	9781578377534	Lesson 1.4, page 31	Exercise 1
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(iv) construct an angle bisector using a compass and a straightedge	Instruction	9781578377534	Lesson 1.4, page 29	Construction 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377534	Lesson 1.4, page 31	Exercise 3
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(v) construct perpendicular lines using a compass and a straightedge	Instruction	9781578377534	Lesson 1.4, page 28	Construction 4
			(Drop-down menu)			
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(vi) construct the perpendicular bisector of a line segment using a compass and a straightedge	Instruction	9781578377534	Lesson 1.4, page 27	Construction 2
			Assessment	9781578377534	Lesson 1.4, page 31	Exercise 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(B) construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on a line using a compass and a straightedge	(vii) construct a line parallel to a given line through a point not on a line using a compass and a straightedge	Instruction	9781578377534	Lesson 2.8, page 112	Construction
			(Drop-down menu)			
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(C) use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships	(i) use the constructions of congruent segments to make conjectures about geometric relationships	Instruction	9781578377534	Lesson 1.4, page 30	Problem Solving Feature
			(Drop-down menu)			
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(C) use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships	(ii) use the constructions of congruent angles to make conjectures about geometric relationships	Instruction	9781578377534	Lesson 1.5, page 35	Activity 2
			Activity	9781578377534	Lesson 1.5, page 36	Critical Thinking Question

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(C) use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships	(iii) use the constructions of angle bisectors to make conjectures about geometric relationships	Instruction	9781578377534	N/A	Not Covered
			Assessment	9781578377534	Lesson 1.4, page 32	Exercise 7
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(C) use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships	(iv) use the constructions of perpendicular bisectors to make conjectures about geometric relationships	Instruction	9781578377534	Lesson 1,5, page 33	Activity 1
			(Drop-down menu)			
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(D) verify the Triangle Inequality theorem using constructions and apply the theorem to solve problems	(i) verify the Triangle Inequality theorem using constructions	Instruction	9781578377534	Lesson 5.3, page 301	Activity
			(Drop-down menu)			
(5) Logical argument and constructions. The student uses constructions to validate conjectures about geometric figures. The student is expected to:	(D) verify the Triangle Inequality theorem using constructions and apply the theorem to solve problems	(ii) apply the theorem to solve problem	Instruction	9781578377534	Lesson 5.3, page 303	Example 2
			Assessment	9781578377534	Lesson 5.3, page 305	Exercises 7-9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems	(i) verify theorems about angles formed by the intersection of lines including vertical angles	Instruction	9781578377534	Lesson 1.3, page 22	Activity 3
			Assessment	9781578377534	Lesson 1.3, page 24	Exercise 19
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems	(ii) verify theorems about angles formed by the intersection of line segments, including vertical angles	Instruction	9781578377534	Lesson 1.3, page 22	Activity 3
			Assessment	9781578377534	Lesson 1.3, page 24	Exercise 19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems	(iii) verify theorems about angles formed by parallel lines cut by a transversal	Instruction	9781578377534	Lesson 1.5, page 36	Activity 3
			Assessment	9781578377534	Lesson 1.5, page 39	Exercise 7
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems	(iv) prove equidistance between the endpoints of a segment and points on its perpendicular bisector	Instruction	9781578377534	Lesson 5.8, page 332	Example 1
			Assessment	9781578377534	Lesson 1.4, page 31	Exercise 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems	(v) apply these relationships to solve problems	Instruction	9781578377534	Chapter 1 Math Labs, pages 44-46	Activity 3
			Review	9781578377534	Chapter 1, Math Applications, page 53	Exercise 9
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions	(i) prove two triangles are congruent by applying the Side-Angle-Side congruence condition	Instruction	9781578377534	Lesson 5.4, page 308	Activity 3
			Assessment	9781578377534	Lesson 5.4, page 310	Exercises 4-7
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions	(ii) prove two triangles are congruent by applying the Angle-Side-Angle congruence condition	Instruction	9781578377534	Lesson 5.5, page 312	Activity
			Assessment	9781578377534	Lesson 5.5, page 317	Exercise 14
			Instruction	9781578377534	Lesson 5.5, page 313	Example 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions	(iii) prove two triangles are congruent by applying the Side-Side-Side congruence condition	Instruction	9781578377534	Lesson 5.4, page 307	Activity 2
			Assessment	9781578377534	Lesson 5.4, page 310	Exercise 6
			Instruction	9781578377534	Lesson 5.4, page 308	Example 1
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions	(iv) prove two triangles are congruent by applying the Angle-Angle-Side congruence condition	Instruction	9781578377534	Lesson 5.5, page 314	Example 3
			Assessment	9781578377534	Lesson 5.5, page 317	Exercises 13, 15
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions	(v) prove two triangles are congruent by applying the Hypotenuse-Leg congruence condition	Instruction	9781578377534	Lesson 5.7, page 328	Hypotenuse-Leg box
			Assessment	9781578377534	Lesson 5.7, page 330	Exercise 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(C) apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles	(i) apply the definition of congruence, in terms of rigid transformations, to identify congruent figures	Instruction	9781578377534	Lesson 5.5, page 314	Bottom Paragraph
			Assessment	9781578377534	Lesson 5.5, page 316	Exercise 4
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(C) apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles	(ii) apply the definition of congruence, in terms of rigid transformations, to identify [congruent figures'] corresponding sides	Instruction	9781578377534	N/A	Not Covered
			Assessment	9781578377534	Lesson 5.7, page 330	Exercise 8
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(C) apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles	(iii) apply the definition of congruence, in terms of rigid transformations, to identify [congruent figures'] corresponding angles	Instruction	9781578377534	N/A	Not Covered
			(Drop-down menu)	9781578377534	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(i) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem	Instruction	9781578377534	Lesson 7.2, page 418	Activity 2
			Assessment	9781578377534	Lesson 7.2, page 422	Exercises 1-3
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(ii) verify theorems about the relationships in triangles, including the sum of interior angles	Instruction	9781578377534	Lesson 5.1, page 288	Activity 3
			Assessment	9781578377534	Lesson 5.1, page 290	Exercise 3
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(iii) verify theorems about the relationships in triangles, including the base angles of isosceles triangles	Instruction	9781578377534	Lesson 5.7, page 325	Activity 1
			Assessment	9781578377534	Lesson 5.7, page 329	Exercise 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(iv) verify theorems about the relationships in triangles, including of the midsegments	Instruction	9781578377534	N/A	Not Covered
			(Drop-down menu)	9781578377534	N/A	Not Covered
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(v) verify theorems about the relationships in triangles, including the medians	Instruction	9781578377534	Lesson 5.8, page 331	Activity 1
			Assessment	9781578377534	Lesson 5.8, page 335	Exercise 1
			Activity	9781578377534	Lesson 5.8, page 334	Activity 2
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(D) verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians, and apply these relationships to solve problems	(vi) apply these relationships to solve problems	Instruction	9781578377534	Lesson 5.1, page 287	Exercise 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377534	Lesson 5.1, pages 290-291	Exercises 5-6
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(E) prove a quadrilateral is a parallelogram, rectangle, square, or rhombus using opposite sides, opposite angles, or diagonals and apply these relationships to solve problems	(i) prove a quadrilateral is a parallelogram, rectangle, square, or rhombus using opposite sides, opposite angles, or diagonals	Instruction	9781578377534	Lesson 8.4, pages 491-492	Example 3
			Assessment	9781578377534	Lesson 8.4, page 499	Exercises 7-8
(6) Proof and congruence. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(E) prove a quadrilateral is a parallelogram, rectangle, square, or rhombus using opposite sides, opposite angles, or diagonals and apply these relationships to solve problems	(ii) apply these relationships to solve problems	Instruction	9781578377534	Lesson 8.5, page 495	Example 1
			Assessment	9781578377534	Lesson 8.5, page 499	Exercises 6-7
(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:	(A) apply the definition of similarity in terms of a dilation to identify similar figures and their proportional sides and the congruent corresponding angles	(i) apply the definition of similarity in terms of a dilation to identify similar figures	Instruction	9781578377534	Lesson 6.2, page 364	Activity 1
			Assessment	9781578377534	Lesson 6.2, page 368	Exercise 1
			Instruction	9781578377534	Lesson 6.2, page 365	Example 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:	(A) apply the definition of similarity in terms of a dilation to identify similar figures and their proportional sides and the congruent corresponding angles	(ii) apply the definition of similarity in terms of a dilation to identify their proportional sides	Instruction	9781578377534	Lesson 6.2, page 367	Activity 3
			Assessment	9781578377534	Lesson 6.2, page 367	Activity 3
			Assessment	9781578377534	Lesson 6.2, page 369	Exercises 6-9
(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:	(A) apply the definition of similarity in terms of a dilation to identify similar figures and their proportional sides and the congruent corresponding angles	(iii) apply the definition of similarity in terms of a dilation to identify the congruent corresponding angles	Instruction	9781578377534	Lesson 6.2, page 364	Activity 1
			Assessment	9781578377534	Lesson 6.2, page 368	Exercises 3, 5
(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:	(B) apply the Angle-Angle criterion to verify similar triangles and apply the proportionality of the corresponding sides to solve problems	(i) apply the Angle-Angle criterion to verify similar triangles	Instruction	9781578377534	Lesson 6.2, page 367	Bottom Page
			Assessment	9781578377534	Lesson 6.2, page 368	Exercises 3, 5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Similarity, proof, and trigonometry. The student uses the process skills in applying similarity to solve problems. The student is expected to:	(B) apply the Angle-Angle criterion to verify similar triangles and apply the proportionality of the corresponding sides to solve problems	(ii) apply the proportionality of the corresponding sides to solve problems	Instruction	9781578377534	Lesson 6.2, page 366	Example 2
			Assessment	9781578377534	Lesson 6.2, pages 369-370	Exercises 15-18
(8) Similarity, proof, and trigonometry. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) prove theorems about similar triangles, including the Triangle Proportionality theorem, and apply these theorems to solve problems	(i) prove theorems about similar triangles, including the Triangle Proportionality theorem	Instruction	9781578377534	Lesson 6.3, page 374	Example 3
			Assessment	9781578377534	Lesson 6.3, page 377	Exercises 5-7
(8) Similarity, proof, and trigonometry. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(A) prove theorems about similar triangles, including the Triangle Proportionality theorem, and apply these theorems to solve problems	(ii) apply these theorems to solve problems	Instruction	9781578377534	Lesson 6.3, page 373	Example 2
			Assessment	9781578377534	Lesson 6.3, pages 377-378	Exercises 8-14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Similarity, proof, and trigonometry. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) identify and apply the relationships that exist when an altitude is drawn to the hypotenuse of a right triangle, including the geometric mean, to solve problems	(i) identify the relationships that exist when an altitude is drawn to the hypotenuse of a right triangle, including the geometric mean, to solve problems	Instruction	9781578377534	Lesson 6.5, page 384	Bottom Box "Geometric Mean"
			Assessment	9781578377534	Lesson 6.5, page 387	Exercises 6-11
			Instruction	9781578377534	Lesson 6.5, page 385	Examples 2-3
(8) Similarity, proof, and trigonometry. The student uses the process skills with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic and formats such as two-column, paragraph, and flow chart. The student is expected to:	(B) identify and apply the relationships that exist when an altitude is drawn to the hypotenuse of a right triangle, including the geometric mean, to solve problems	(ii) apply the relationships that exist when an altitude is drawn to the hypotenuse of a right triangle, including the geometric mean, to solve problems	Instruction	9781578377534	Lesson 6.5, page 385	Example 3
			Assessment	9781578377534	Lesson 6.5, page 388	Exercises 12-17
			Instruction	9781578377534	Lesson 6.5, page 386	Problem Solving Feature
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(i) determine the lengths of sides in a right triangle by applying the trigonometric ratio sine to solve problems	Instruction	9781578377534	Lesson 7.5, page 438	Example 1
			Assessment	9781578377534	Lesson 7.5, pages 440-442	Exercises 6-24

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(ii) determine the measures of angles in a right triangle by applying the trigonometric ratio sine to solve problems	Instruction	9781578377534	N/A	Not Covered
			Assessment	9781578377534	Lesson 7.5, pages 440-442	Exercises 6-24
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(iii) determine the lengths of sides in a right triangle by applying the trigonometric ratio cosine to solve problems	Instruction	9781578377534	N/A	Not Covered
			Assessment	9781578377534	Lesson 7.5, pages 440-442	Exercises 6-24
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(iv) determine the measures of angles in a right triangle by applying the trigonometric ratio cosine to solve problems	Instruction	9781578377534	Lesson 7.5, page 438	Example 2
			Assessment	9781578377534	Lesson 7.5, pages 440-442	Exercises 6-24

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(v) determine the lengths of sides in a right triangle by applying the trigonometric ratio tangent to solve problems	Instruction	9781578377534	N/A	Not Covered
			Assessment	9781578377534	Lesson 7.5, pages 440-442	Exercises 6-24
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(A) determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems	(vi) determine the measures of angles in a right triangle by applying the trigonometric ratio tangent to solve problems	Instruction	9781578377534	N/A	Not Covered
			Assessment	9781578377534	Lesson 7.5, pages 440-442	Exercises 6-24
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(B) apply the relationships in special right triangles 30°-60°-90° and 45°-45°-90° and the Pythagorean theorem, including Pythagorean triples, to solve problems	(i) apply the relationships in special right triangles 30°-60°-90° to solve problems	Instruction	9781578377534	Lesson 7.3, page 425	Example 2
			Assessment	9781578377534	Lesson 7.3, pages 427-428	Exercises 2, 7, 8, 12, 13

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(B) apply the relationships in special right triangles 30°-60°-90° and 45°-45°-90° and the Pythagorean theorem, including Pythagorean triples, to solve problems	(ii) apply the relationships in special right triangles 45°-45°-90° to solve problems	Instruction	9781578377534	Lesson 7.3, page 424	Example 1
			Assessment	9781578377534	Lesson 7.3, pages 427-428	Exercises 1, 6
(9) Similarity, proof, and trigonometry. The student uses the process skills to understand and apply relationships in right triangles. The student is expected to:	(B) apply the relationships in special right triangles 30°-60°-90° and 45°-45°-90° and the Pythagorean theorem, including Pythagorean triples, to solve problems	(iii) apply the relationships in the Pythagorean theorem, including Pythagorean triples, to solve problems	Instruction	9781578377534	Lesson 7.2, page 421	Activity 4
			Assessment	9781578377534	Lesson 7.2, page 422	Exercises 6-14
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(i) identify the shapes of two-dimensional cross-sections of prisms	Instruction	9781578377534	Lesson 11.10, page 711	Activity 1
			Assessment	9781578377534	Lesson 11.10, page 713	Exercise 9
			Assessment	9781578377534	Lesson 11.10, page 714	Exercise 17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(ii) identify the shapes of two-dimensional cross-sections of pyramids	Instruction	9781578377534	Lesson 11.10, page 710	Middle of Page
			Assessment	9781578377534	Lesson 11.10, page 713	Exercise 9
			Assessment	9781578377534	Lesson 11.10, page 714	Exercise 11
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(iii) identify the shapes of two-dimensional cross-sections of cylinders	Instruction	9781578377534	Lesson 11.10, page 710	Middle of Page
			Assessment	9781578377534	Lesson 11.10, page 713	Exercise 6
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(iv) identify the shapes of two-dimensional cross-sections of cones	Instruction	9781578377534	Lesson 11.10, page 710	Example 1
			Assessment	9781578377534	Lesson 11.10, page 713	Exercise 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(v) identify the shapes of two-dimensional cross-sections of spheres	Instruction	9781578377534	Lesson 11.10, page 711	Example 2
			Assessment	9781578377534	Lesson 11.10, page 714	Exercise 12
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(A) identify the shapes of two-dimensional cross-sections of prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes	(vi) identify three-dimensional objects generated by rotations of two-dimensional shapes	Instruction	9781578377534	N/A	Not Covered
			(Drop-down menu)	9781578377534	N/A	Not Covered
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(B) determine and describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional and non-proportional dimensional change	(i) determine how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional dimensional change	Instruction	9781578377534	Lesson 9.6, page 555	Activity
			Assessment	9781578377534	Lesson 9.6, page 558	Exercises 10-12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(B) determine and describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional and non-proportional dimensional change	(ii) determine how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including non-proportional dimensional change	Instruction	9781578377534	N/A	Not Covered
			Assessment	9781578377534	Lesson 9.1, page 530	Exercise 3
			Assessment	9781578377534	Lesson 9.2, page 536	Exercise 3
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(B) determine and describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional and non-proportional dimensional change	(iii) describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional dimensional change	Instruction	9781578377534	N/A	Not Covered
			Assessment	9781578377534	Lesson 9.6, page 558	Exercise 5
(10) Two-dimensional and three-dimensional figures. The student uses the process skills to recognize characteristics and dimensional changes of two- and three-dimensional figures. The student is expected to:	(B) determine and describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional and non-proportional dimensional change	(iv) describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including non-proportional dimensional change	Instruction	9781578377534	N/A	Not Covered
			Assessment	9781578377534	Lesson 9.1, page 530	Exercise 3
			Assessment	9781578377534	Lesson 9.2, page 536	Exercise 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(A) apply the formula for the area of regular polygons to solve problems using appropriate units of measure	(i) apply the formula for the area of regular polygons to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 9.4, page 546	Example
			Assessment	9781578377534	Lesson 9.4, page 547	Exercises 6-10
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(B) determine the area of composite two-dimensional figures comprised of a combination of triangles, parallelograms, trapezoids, kites, regular polygons, or sectors of circles to solve problems using appropriate units of measure	(i) determine the area of composite two-dimensional figures comprised of a combination of triangles, parallelograms, trapezoids, kites, regular polygons, or sectors of circles to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 9.1, page 528	Example 1
			Assessment	9781578377534	Lesson 9.1, page 531	Exercises 5-8
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(i) apply the formulas for the total surface area of three-dimensional figures, including prisms, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.3, page 668	Example 2
			Assessment	9781578377534	Lesson 11.3, page 671	Exercise 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(ii) apply the formulas for the total surface area of three-dimensional figures, including pyramids, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.5, page 682	Activity
			Assessment	9781578377534	Lesson 11.5, page 687	Exercises 7-8
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(iii) apply the formulas for the total surface area of three-dimensional figures, including cones, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.5, page 685	Area in Cones
			Assessment	9781578377534	Lesson 11.5, page 687	Exercise 10
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(iv) apply the formulas for the total surface area of three-dimensional figures, including cylinders, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.3, page 670	Bottom of Page
			Assessment	9781578377534	Lesson 11.3, page 671	Exercise 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(v) apply the formulas for the total surface area of three-dimensional figures, including spheres, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.7, page 694	Activity 1
			Assessment	9781578377534	Lesson 11.7, page 698	Exercises 5-7
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(vi) apply the formulas for the total surface area of three-dimensional figures, including composite figures, to solve problems using appropriate units of measure	Instruction	9781578377534	N/A	Not Covered
			(Drop-down menu)	9781578377534	N/A	Not Covered
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(vii) apply the formulas for the lateral surface area of three-dimensional figures, including prisms, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.3, page 667	Activity
			Assessment	9781578377534	lesson 11.3, page 671	Exercises 4-6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(viii) apply the formulas for the lateral surface area of three-dimensional figures, including pyramids, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.5, page 683	Top of Page
			(Drop-down menu)	9781578377534	N/A	Not Covered
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(ix) apply the formulas for the lateral surface area of three-dimensional figures, including cones, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.5, page 686	Example 2
			Assessment	9781578377534	Lesson 11.5, page 687	Exercise 9
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(x) apply the formulas for the lateral surface area of three-dimensional figures, including cylinders, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.3, page 670	Example 3
			Assessment	9781578377534	Lesson 11.3, page 671	Exercise 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(xi) apply the formulas for the lateral surface area of three-dimensional figures, including spheres, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.7, page 694	Activity 1
			Assessment	9781578377534	Lesson 11.7, page 698	Exercises 5-7
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(C) apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(xii) apply the formulas for the lateral surface area of three-dimensional figures, including composite figures, to solve problems using appropriate units of measure	Instruction	9781578377534	N/A	Not Covered
			(Drop-down menu)	9781578377534	N/A	Not Covered
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(i) apply the formulas for the volume of three-dimensional figures, including prisms, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.4, page 676	Example 2
			Assessment	9781578377534	Lesson 11.4, page 679	Exercises 4-5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(ii) apply the formulas for the volume of three-dimensional figures, including pyramids, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.6, page 689	Bottom of Page
			Assessment	9781578377534	Lesson 11.6, page 692	Exercises 5-6
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(iii) apply the formulas for the volume of three-dimensional figures, including cones, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.6, page 690	Activity 2
			Assessment	9781578377534	Lesson 11.6, page 692	Exercise 7
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(iv) apply the formulas for the volume of three-dimensional figures, including cylinders, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.4, page 677	Example 3
			Activity	9781578377534	Lesson 11.4, page 679	Exercises 3, 6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(v) apply the formulas for the volume of three-dimensional figures, including spheres, to solve problems using appropriate units of measure	Instruction	9781578377534	Lesson 11.7, page 696	Activity 2
			Assessment	9781578377534	Lesson 11.7, page 698	Exercises 5-7
(11) Two-dimensional and three-dimensional figures. The student uses the process skills in the application of formulas to determine measures of two- and three-dimensional figures. The student is expected to:	(D) apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure	(vi) apply the formulas for the volume of three-dimensional figures, including composite figures, to solve problems using appropriate units of measure	Instruction	9781578377534	N/A	Not Covered
			(Drop-down menu)	9781578377534	N/A	Not Covered
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(A) apply theorems about circles, including relationships among angles, radii, chords, tangents, and secants, to solve non-contextual problems	(i) apply theorems about circles, including relationships among angles, radii, chords, tangents, and secants, to solve non-contextual problems	Instruction	9781578377534	Lesson 10.2, page 597	Activity 2
			Assessment	9781578377534	Lesson 10.2, page 600	Exercise 10

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(B) apply the proportional relationship between the measure of an arc length of a circle and the circumference of the circle to solve problems	(i) apply the proportional relationship between the measure of an arc length of a circle and the circumference of the circle to solve problems	Instruction	9781578377534	Lesson 10.3, page 607	Top of Page
			Assessment	9781578377534	Lesson 10.3, page 608	Exercise 5
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(C) apply the proportional relationship between the measure of the area of a sector of a circle and the area of the circle to solve problems	(i) apply the proportional relationship between the measure of the area of a sector of a circle and the area of the circle to solve problems	Instruction	9781578377534	Lesson 9.7, page 562	Top of Page
			Assessment	9781578377534	Lesson 10.3, page 607	Exercise 4
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(D) describe radian measure of an angle as the ratio of the length of an arc intercepted by a central angle and the radius of the circle	(i) describe radian measure of an angle as the ratio of the length of an arc intercepted by a central angle and the radius of the circle	Instruction	9781578377534	N/A	Not Covered
			(Drop-down menu)	9781578377534	N/A	Not Covered
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(E) show that the equation of a circle with center at the origin and radius r is $x^2 + y^2 = r^2$ and determine the equation for the graph of a circle with radius r and center (h, k), $(x - h)^2 + (y - k)^2 = r^2$	(i) show that the equation of a circle with center at the origin and radius r is $x^2 + y^2 = r^2$	Instruction	9781578377534	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377534	Lesson 10.1, page 592	Exercises 3, 10
(12) Circles. The student uses the process skills to understand geometric relationships and apply theorems and equations about circles. The student is expected to:	(E) show that the equation of a circle with center at the origin and radius r is $x^2 + y^2 = r^2$ and determine the equation for the graph of a circle with radius r and center (h, k), $(x - h)^2 + (y - k)^2 = r^2$	(ii) determine that the equation for the graph of a circle with radius r and center (h, k), $(x - h)^2 + (y - k)^2 = r^2$	Instruction	9781578377534	Lesson 10.1, pages 588-589	Example 1
			Assessment	9781578377534	Lesson 10.1, pages 592	Exercises 6-9
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(A) develop strategies to use permutations and combinations to solve contextual problems	(i) develop strategies to use permutations to solve contextual problems	Instruction	9781578377534	Lesson 12.5, page 766	Example 1
			Assessment	9781578377534	Lesson 12.5, page 768	Exercises 14-22
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(A) develop strategies to use permutations and combinations to solve contextual problems	(ii) develop strategies to use combinations to solve contextual problems	Instruction	9781578377534	Lesson 12.6, page 770	Example 1
			Assessment	9781578377534	Lesson 12.6, page 772	Exercises 15-27

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(B) determine probabilities based on area to solve contextual problems	(i) determine probabilities based on area to solve contextual problems	Instruction	9781578377534	Lesson 9.7, page 561	Activity
			Assessment	9781578377534	Lesson 9.7, page 564	Exercises 8-10
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(C) identify whether two events are independent and compute the probability of the two events occurring together with or without replacement	(i) identify whether two events are independent	Instruction	9781578377534	Lesson 12.3, page 753	Bottom of Page
			Assessment	9781578377534	Lesson 12.3, page 756	Exercise 1
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(C) identify whether two events are independent and compute the probability of the two events occurring together with or without replacement	(ii) compute the probability of the two events occurring together with or without replacement	Instruction	9781578377534	Lesson 12.4, page 759	Example 1
			Assessment	9781578377534	Lesson 12.4, page 763	Exercises 14-19
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(D) apply conditional probability in contextual problems	(i) apply conditional probability in contextual problems	Instruction	9781578377534	Lesson 12.4, page 761	Example 4
			Assessment	9781578377534	Lesson 12.4, page 763	Exercises 20-25

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Probability. The student uses the process skills to understand probability in real-world situations and how to apply independence and dependence of events. The student is expected to:	(E) apply independence in contextual problems	(i) apply independence in contextual problems	Instruction	9781578377534	Lesson 12.4, page 760	Example 2
			Assessment	9781578377534	Lesson 12.4, pages 764-765	Exercises 26-32

Correlations to the English Language Proficiency Standards (ELPS): Student Material

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.41. Geometry, Adopted 2012 (One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Geometry**
Program ISBN	**9781578377749**

The English language proficiency standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement the ELPS as an integral part of each subject in the required curriculum. This document outlines the ELPS that have been designated as appropriate for inclusion in instructional materials. Since the designated ELPS are included in student materials for English language arts and reading, the ELPS are not required to be included in Proclamation 2015 instructional materials for Kindergarten through grade 5 where students are typically taught in self-contained classroom settings rather than departmentalized classes. Additionally, many of the designated ELPS are most appropriate for inclusion in teacher materials and are only required to be included in student materials where specifically indicated.

(c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(1) use prior knowledge to understand meanings in English	T: 9-12 S: 9-12	978-1-57837-752-7	Lesson 1.3, Pg. 23 and then throughout the text	Think and Discuss
					Lesson 1.1, Pg 6 and then throughout the text	Critical Thinking

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(2) use prior experiences to understand meanings in English	T: 9-12 S: 9-12	978-1-57837-752-7	CH.1, Lesson 1.4, Pg. 30; CH.2 Lesson 2.6, Pg. 102; CH.5, Lesson 5.5, Pg. 315; CH.6, Lesson 6.5, Pg. 386; CH.9, Lesson 9.3, Pg. 542; CH.11, Lesson 11.4, Pg. 678; CH.12, Lesson 12.1, Pg. 744	Problem Solving: Using The Four Step Plan
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(1) monitor oral language production and employ self-corrective techniques or other resources	T: 9-12			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(2) monitor written language production and employ self-corrective techniques or other resources	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(1) use strategic learning techniques to acquire basic and grade-level vocabulary	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	(1) speak using learning strategies	T: 9-12 S: 9-12	978-1-57837-752-7	Lesson 1.3, Pg. 23 and then throughout the text	Think and Discuss
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(2) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(3) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and learn new and essential language in the process	(1) use accessible language and learn new and essential language in the process	T: 9-12			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(1) demonstrate an increasing ability to distinguish between formal and informal English	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(2) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	(1) develop and expand repertoire of learning strategies	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(1) distinguish sounds of English with increasing ease	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(2) distinguish intonation patterns of English with increasing ease	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	(1) recognize elements of the English sound system in newly acquired vocabulary	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(1) learn new language structures heard during classroom instruction and interactions	T: 9-12			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(2) learn new expressions heard during classroom instruction and interactions	T: 9-12			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(3) learn basic vocabulary heard during classroom instruction and interactions	T: 9-12 S: 9-12	978-1-57837-752-7	Lesson 2.1, Pg. 68. All new, commly used terms are highlighted upon introduction throughout the text.	Patterms and Inductive Reasoning, first paragraph.
				978-1-57837-752-7	Pgs. 798-816	Glossary/Glosario
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(4) learn academic vocabulary heard during classroom instruction and interactions	T: 9-12 S: 9-12	978-1-57837-752-7	Lesson 2.2, Pg. 79 and also throughout the text.	Think and Discuss
				978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions	T: 9-12			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	T: 9-12 S: 9-12	978-1-57837-752-7	Lesson 2.2, Pg. 79 and also throughout the text.	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(1) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: 9-12 S: 9-12	978-1-57837-752-7	Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	Math Application Problems contain complex, multi-step word problems dealing with real-life work experiences and knowledge.

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(1) listen to and derive meaning from a variety of media to build and reinforce concept attainment	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(2) listen to and derive meaning from a variety of media to build and reinforce language attainment	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(1) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(2) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(4) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(5) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(7) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(8) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(1) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(2) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(2) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(3) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
				978-1-57837-752-7	Lesson 2.4, Pg. 86 and throughout the text	Activity: Using Venn Diagrams

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: 9-12			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Acitivites
				978-1-57837-752-7	Lesson 5.3, Pg 305 and then throughout the text as content becomes more complex	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	(1) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(1) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(2) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(3) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(4) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: 9-12 S: 9-12	978-1-57837-752-7		

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(1) speak using grade-level content area vocabulary in context to internalize new English words	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activites
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(2) speak using grade-level content area vocabulary in context to build academic language proficiency	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
				978-1-57837-752-7	Lesson 5.3 and the throughout the text	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) share information in cooperative learning interactions	(1) share information in cooperative learning interactions	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activites
				978-1-57837-752-7	Lesson 5.4, Pgs. 306-308 and throughout the text	Activities 1, 2 and 3
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: 9-12 S: 9-12	978-1-57837-752-7	Lesson 1.1, Pg. 7 and then frequently among all lessons and chapters throughout the text	Ongoing Assessment
				978-1-57837-752-7	Lesson 1.1, Pg. 9 and throughout the text	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: 9-12			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: 9-12			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(1) narrate with increasing specificity and detail as more English is acquired	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(2) describe with increasing specificity and detail as more English is acquired	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(3) explain with increasing specificity and detail as more English is acquired	T: 9-12 S: 9-12	978-1-57837-752-7	Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	
				978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
				978-1-57837-752-7	Lesson 7.4, Pg. 434 and then becoming more complex throughout the remaining text	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(1) adapt spoken language appropriately for formal purposes	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(2) adapt spoken language appropriately for informal purposes	NA			

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(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment	N/A			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(1) learn relationships between sounds and letters of the English language	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(2) decode (sound out) words using a combination of skills	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(B) recognize directionality of English reading such as left to right and top to bottom	(1) recognize directionality of English reading	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(1) develop basic sight vocabulary used routinely in written classroom materials	T: 9-12 S: 9-12	978-1-57837-752-7	Lesson 2.1, Pg. 68. All new, commly used terms are highlighted upon introduction throughout the text.	Patterms and Inductive Reasoning, first paragraph.
				978-1-57837-752-7	Pgs. 798-816	Glossary/Glosario

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(2) derive meaning of environmental print	T: 9-12 S: 9-12	978-1-57837-752-7		
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(3) comprehend English vocabulary used routinely in written classroom materials	T: 9-12 S: 9-12	978-1-57837-752-7	Lesson 2.1, Pg. 68. All new, commly used terms are highlighted upon introduction throughout the text.	Patterms and Inductive Reasoning, first paragraph.
				978-1-57837-752-7	Pgs. 798-816	Glossary/Glosario

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(4) comprehend English language structures used routinely in written classroom materials	T: 9-12 S: 9-12	978-1-57837-752-7	Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	Math Application Problems contain complex, multi-step word problems dealing with real-life work experiences and knowledge.
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	(1) use prereading supports to enhance comprehension of written text	T: 9-12 S: 9-12	978-1-57837-752-7	Chapter Openers, Pgs. 3, 67, 143, 217, 283, 357, 409, 469, 525, 587, 651, 739	Why Do I Have To Learn This and Project Ideas

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	(1) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	T: 9-12			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(1) use visual and contextual support to read grade-appropriate content area text	T: 9-12 S: 9-12	978-1-57837-752-7	Chapter Openers, Pgs. 3, 67, 143, 217, 283, 357, 409, 469, 525, 587, 651, 739	Why Do I Have To Learn This and Project Ideas
				978-1-57837-752-7	Lesson 5.4, Pgs. 306-308 and throughout the text	Activities 1, 2 and 3

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				978-1-57837-752-7	Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	Math Application Problems contain complex, multi-step word problems dealing with real-life work experiences and knowledge.
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(2) use visual and contextual support to enhance and confirm understanding	T: 9-12 S: 9-12	978-1-57837-752-7	Chapter Openers, Pgs. 3, 67, 143, 217, 283, 357, 409, 469, 525, 587, 651, 739	Why Do I Have To Learn This and Project Ideas
				978-1-57837-752-7	Lesson 5.4, Pgs. 306-308 and throughout the text	Activities 1, 2 and 3

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				978-1-57837-752-7	Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	Math Application Problems contain complex, multi-step word problems dealing with real-life work experiences and knowledge.
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
				978-1-57837-752-7	Chapter Openers, Pgs. 3, 67, 143, 217, 283, 357, 409, 469, 525, 587, 651, 739	Why Do I Have To Learn This and Project Ideas

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	T: 9-12 S: 9-12	978-1-57837-752-7	Chapter Openers, Pgs. 3, 67, 143, 217, 283, 357, 409, 469, 525, 587, 651, 739	Why Do I Have To Learn This and Project Ideas

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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
				978-1-57837-752-7	Lesson 7.4, Pg. 434 and then becoming more complex throughout the remaining text	Think and Discuss

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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
				978-1-57837-752-7	Lesson 7.4, Pg. 434 and then becoming more complex throughout the remaining text	Think and Discuss
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	NA			

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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(2) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	T: 9-12 S: 9-12	978-1-57837-752-7	Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	Math Application Problems contain complex, multi-step word problems dealing with real-life work experiences and knowledge.
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: 9-12 S: 9-12	978-1-57837-752-7	Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(4) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T: 9-12 S: 9-12	978-1-57837-752-7	Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	Math Application Problems contain complex, multi-step word problems dealing with real-life work experiences and knowledge.
				978-1-57837-752-7	Lesson 9.4, Pg. 547 and throughout the text	Lesson Assessment and Think and Discuss
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(1) read silently with increasing ease for longer periods	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(2) read silently with increasing comprehension for longer periods	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(2) expand reading skills commensurate with content area needs	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	(1) demonstrate English comprehension and expand reading skills by employing inferential skills	NA			

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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	(1) demonstrate English comprehension and expand reading skills by employing analytical skills	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	(1) learn relationships between sounds and letters of the English language to represent sounds when writing in English	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(1) write using newly acquired basic vocabulary	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(2) write using content-based grade-level vocabulary	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(2) employ English spelling pattern with increasing accuracy as more English is acquired	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(3) employ English spelling rules with increasing accuracy as more English is acquired	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(1) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(2) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(3) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	(1) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(1) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(2) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(3) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(1) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(2) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(3) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA			

Correlations to the English Language Proficiency Standards (ELPS): Teacher Material

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.41. Geometry, Adopted 2012 (One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Geometry**
Program ISBN	**9781578377749**

The English language proficiency standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement the ELPS as an integral part of each subject in the required curriculum. This document outlines the ELPS that have been designated as appropriate for inclusion in instructional materials. Since the designated ELPS are included in student materials for English language arts and reading, the ELPS are not required to be included in Proclamation 2015 instructional materials for Kindergarten through grade 5 where students are typically taught in self-contained classroom settings rather than departmentalized classes. Additionally, many of the designated ELPS are most appropriate for inclusion in teacher materials and are only required to be included in student materials where specifically indicated.

(c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(1) use prior knowledge to understand meanings in English	T: 9-12 S: 9-12		Chapter Openers: CH.1, Pg. 3: CH.2, Pg. 67; CH.3, Pg. 143; CH.4, Pg. 217; CH.5, Pg. 283; CH.6, Pg. 357; CH.7, Pg. 409; CH.8, Pg. 469; CH.9, Pg. 525; CH.10, Pg. 587; CH.11, Pg. 651; CH.12, Pg. 739.	Classroom/Journal Topics: "Look Around" feature

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(2) use prior experiences to understand meanings in English	T: 9-12 S: 9-12		Chapter Openers: CH.1, Pg. 3: CH.2, Pg. 67; CH.3, Pg. 143; CH.4, Pg. 217; CH.5, Pg. 283; CH.6, Pg. 357; CH.7, Pg. 409; CH.8, Pg. 469; CH.9, Pg. 525; CH.10, Pg. 587; CH.11, Pg. 651; CH.12, Pg. 739.	Why Should I Learn This and Project Ideas
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(1) monitor oral language production and employ self-corrective techniques or other resources	T: 9-12		Lesson 1.5, Pg. 34 and frequently throughout the text	Diversity In The Classroom: "ESL Students"
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(2) monitor written language production and employ self-corrective techniques or other resources	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(1) use strategic learning techniques to acquire basic and grade-level vocabulary	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	(1) speak using learning strategies	T: 9-12 S: 9-12		Lesson 1.4, Pg 30; Lesson 2.6, Pg 102; Lesson 5.5, Pg. 315; Lesson 6.5, Pg 386; Lesson 9.3 Pg. 542; Lesson 11.4, Pg. 678; Lesson 12.1, Pg. 744	Problem Solving: Using The Four Step Plan
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(2) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(3) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and learn new and essential language in the process	(1) use accessible language and learn new and essential language in the process	T: 9-12		Lesson 4.3, Pg. 234 and frequently thoughou the text	Diversity In The Classroom: "ESL Students"
					Pgs. 798-816	Glossary/Glosario
					Lesson 2.1, Pg. 68. All new, commly used terms are highlighted upon introduction throughout the text.	Patterms and Inductive Reasoning, first paragraph.
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(1) demonstrate an increasing ability to distinguish between formal and informal English	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(2) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	(1) develop and expand repertoire of learning strategies	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(1) distinguish sounds of English with increasing ease	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(2) distinguish intonation patterns of English with increasing ease	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	(1) recognize elements of the English sound system in newly acquired vocabulary	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(1) learn new language structures heard during classroom instruction and interactions	T: 9-12		Lesson 2.1, Pg. 68. All new, commly used terms are highlighted upon introduction throughout the text.	Patterms and Inductive Reasoning, first paragraph.

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(2) learn new expressions heard during classroom instruction and interactions	T: 9-12		Lesson 3.3, Pg 159 and throughout the text	REACT Strategy: "Cooperating"
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(3) learn basic vocabulary heard during classroom instruction and interactions	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(4) learn academic vocabulary heard during classroom instruction and interactions	T: 9-12 S: 9-12		Lesson 3.3, Pg. 151 and thoughout the text. New terms and frequently used vocabulary are hughlighted upon introduction	Vectors on a Coordinate Plane
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions	T: 9-12		Lesson 2.2, Pg. 79 and also throughout the text.	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	T: 9-12 S: 9-12		Lesson 2.2, Pg. 79 and also throughout the text.	Think and Discuss
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(1) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: 9-12 S: 9-12		Lesson 4.3, Pg.234 and throughout the text	Diversity in the Classroom: "ESL Students"
					Lesson 2.2, Pg. 79 and also throughout the text.	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(1) listen to and derive meaning from a variety of media to build and reinforce concept attainment	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(2) listen to and derive meaning from a variety of media to build and reinforce language attainment	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(1) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(2) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(4) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(5) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(7) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	NA			

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(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(8) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(1) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(2) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(2) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(3) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: 9-12 S: 9-12		Lesson 4.4, Pg. 242	REACT Strategy: "Cooperating"
					Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	(1) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(1) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
					Lesson 4.4, Pg. 243 and throughout the text	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(2) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(3) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(4) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: 9-12 S: 9-12		Lesson 4.7, pg. 259 and thoughout the text	REACT Strategy: "Cooperating"
					Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(1) speak using grade-level content area vocabulary in context to internalize new English words	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(2) speak using grade-level content area vocabulary in context to build academic language proficiency	T: 9-12 S: 9-12		Lesson 4.4, Pg. 243 and throughout the text	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) share information in cooperative learning interactions	(1) share information in cooperative learning interactions	T: 9-12 S: 9-12		Lesson 4.7, pg. 259 and thoughout the text	REACT Strategy: "Cooperating"
					Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: 9-12 S: 9-12		Lesson 4.7, pg. 259 and thoughout the text	REACT Strategy: "Cooperating"
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: 9-12 S: 9-12		Lesson 4.6, Pg. 253	Critical Thinking
					Lesson 4,6, Pg. 254	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

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(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(1) narrate with increasing specificity and detail as more English is acquired	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(2) describe with increasing specificity and detail as more English is acquired	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(3) explain with increasing specificity and detail as more English is acquired	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	Math Application Problems contain complex, multi-step word problems dealing with real-life work experiences and knowledge.
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(1) adapt spoken language appropriately for formal purposes	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(2) adapt spoken language appropriately for informal purposes	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment	N/A			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(1) learn relationships between sounds and letters of the English language	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(2) decode (sound out) words using a combination of skills	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(B) recognize directionality of English reading such as left to right and top to bottom	(1) recognize directionality of English reading	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(1) develop basic sight vocabulary used routinely in written classroom materials	T: 9-12 S: 9-12		Lesson 2.1, Pg. 68. All new, commly used terms are highlighted upon introduction throughout the text.	Patterms and Inductive Reasoning, first paragraph.
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(2) derive meaning of environmental print	T: 9-12 S: 9-12		Lesson 7.2, Pg. 418, Proving the Pythagorean Theorem	Diversity In the Classroom Teaching Tips: "ESL Students"

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(3) comprehend English vocabulary used routinely in written classroom materials	T: 9-12 S: 9-12		Lesson 2.1, Pg. 68. All new, commly used terms are highlighted upon introduction throughout the text.	Patterms and Inductive Reasoning, first paragraph.
					Pgs. 798-816	Glossary/Glosario
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(4) comprehend English language structures used routinely in written classroom materials	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
					Lesson 4,6, Pg. 254	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	(1) use prereading supports to enhance comprehension of written text	T: 9-12 S: 9-12		Chapter Openers: CH.1, Pg. 3: CH.2, Pg. 67; CH.3, Pg. 143; CH.4, Pg. 217; CH.5, Pg. 283; CH.6, Pg. 357; CH.7, Pg. 409; CH.8, Pg. 469; CH.9, Pg. 525; CH.10, Pg. 587; CH.11, Pg. 651; CH.12, Pg. 739.	Why Do I Have To Learn This and Project Ideas
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	(1) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	T: 9-12			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(1) use visual and contextual support to read grade-appropriate content area text	T: 9-12 S: 9-12		Chapter Openers: CH.1, Pg. 3: CH.2, Pg. 67; CH.3, Pg. 143; CH.4, Pg. 217; CH.5, Pg. 283; CH.6, Pg. 357; CH.7, Pg. 409; CH.8, Pg. 469; CH.9, Pg. 525; CH.10, Pg. 587; CH.11, Pg. 651; CH.12, Pg. 739.	Why Do I Have To Learn This and Project Ideas
					Lesson 5.4, Pgs. 306-308 and throughout the text	Activities 1, 2 and 3
					Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	Math Application Problems contain complex, multi-step word problems dealing with real-life work experiences and knowledge.

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(2) use visual and contextual support to enhance and confirm understanding	T: 9-12 S: 9-12		Chapter Openers: CH.1, Pg. 3: CH.2, Pg. 67; CH.3, Pg. 143; CH.4, Pg. 217; CH.5, Pg. 283; CH.6, Pg. 357; CH.7, Pg. 409; CH.8, Pg. 469; CH.9, Pg. 525; CH.10, Pg. 587; CH.11, Pg. 651; CH.12, Pg. 739.	Why Do I Have To Learn This and Project Ideas
					Lesson 5.4, Pgs. 306-308 and throughout the text	Activities 1, 2 and 3
					Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	Math Application Problems contain complex, multi-step word problems dealing with real-life work experiences and knowledge.

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: 9-12 S: 9-12		Lesson 5.4, Pgs. 306-308 and throughout the text	Activities 1, 2 and 3
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	T: 9-12 S: 9-12		Chapter Openers: CH.1, Pg. 3: CH.2, Pg. 67; CH.3, Pg. 143; CH.4, Pg. 217; CH.5, Pg. 283; CH.6, Pg. 357; CH.7, Pg. 409; CH.8, Pg. 469; CH.9, Pg. 525; CH.10, Pg. 587; CH.11, Pg. 651; CH.12, Pg. 739.	Why Do I Have To Learn This and Project Ideas
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(6) use support from peers and teachers to read grade-appropriate content area text	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
					Lesson 4.7, pg. 259 and thoughout the text	REACT Strategy: "Cooperating"

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(7) use support from peers and teachers to enhance and confirm understanding	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
					Lesson 4.7, pg. 259 and thoughout the text	REACT Strategy: "Cooperating"
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
					Lesson 4.7, pg. 259 and thoughout the text	REACT Strategy: "Cooperating"

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities
					Lesson 4.7, pg. 259 and thoughout the text	REACT Strategy: "Cooperating"
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: 9-12 S: 9-12		Lesson 4.7, pg. 259 and thoughout the text	REACT Strategy: "Cooperating"

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(2) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: 9-12 S: 9-12		Math Applications: CH.1, Pgs. 49-61; CH.2, Pgs. 125-137; CH.3, Pgs. 202-211; CH.4, Pgs. 271-277; CH.5, Pgs. 342-351; CH.6, Pgs. 395-403; CH.7, Pgs. 454-463; CH.8, Pgs. 512-519; CH.9, Pgs. 572-581; CH.10, Pgs. 638-645; CH.11, Pgs. 722-733; CH.12, Pgs. 783-791	Math Application Problems contain complex, multi-step word problems dealing with real-life work experiences and knowledge.
					Lesson 6.1, Pg. 362	Think and Discuss
					Lesson 6.3, Pg. 372	Critical Thinking
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(4) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T: 9-12 S: 9-12		Math Labs: CH.1, Pgs. 40-48; CH.2, Pgs. 121-124; CH.3, Pgs. 196-201; CH.4, Pgs. 263-270; CH.5, Pgs. 337-341; CH. 6, Pgs. 389-394; CH.7, Pgs. 450-453; CH.8, Pgs. 507-511; CH.9, Pgs. 565-571; CH.10, Pgs. 633-637; CH.11, Pgs. 715-720; CH.12, Pgs. 779-782	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(1) read silently with increasing ease for longer periods	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(2) read silently with increasing comprehension for longer periods	NA			

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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(2) expand reading skills commensurate with content area needs	NA			

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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	(1) demonstrate English comprehension and expand reading skills by employing inferential skills	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	(1) demonstrate English comprehension and expand reading skills by employing analytical skills	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	(1) learn relationships between sounds and letters of the English language to represent sounds when writing in English	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(1) write using newly acquired basic vocabulary	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(2) write using content-based grade-level vocabulary	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(1) spell familiar English words with increasing accuracy	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(2) employ English spelling pattern with increasing accuracy as more English is acquired	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(3) employ English spelling rules with increasing accuracy as more English is acquired	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(1) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(2) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(3) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	(1) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(1) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(2) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(3) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(1) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA			

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(2) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA			
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(3) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA			