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

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.39. Algebra I, Adopted 2012 (One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Algebra 1**
Program ISBN	**9781578377730**

(a) General Requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grade 8 or 9. Prerequisite: Mathematics, Grade 8 or its equivalent.

(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 Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

(4) 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

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	9781578377730	Lesson 5.1, page 274	Top of page
			Assessment	9781578377730	Lesson 5.1, page 280	Exercises 20 and 22
(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	9781578377730	Lesson 8.6, page 481	Cultural Connection
			Assessment	9781578377730	Math Applications page 500	Exercise 5
(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	9781578377730	Lesson 4.4, page 207	Top of page
			Assessment	9781578377730	Lesson 4.4, page 213	Exercise 28

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	9781578377730	Lesson 1.4, page 26	Problem Solving Feature
			Activity	9781578377730	Lesson 4.5, page 217	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	9781578377730	Lesson 3.4, page 157	Problem Solving Feature
			Assessment	9781578377730	Lesson 9.5, page 543	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	9781578377730	Chapter 2 Math Labs, pages 116 - 117	Activity 2
			Activity	9781578377730	Chapter 1 Math Labs, page 54	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:	(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	9781578377730	Chapter 2 Math Labs, pages 117 - 118	Activity 3
			Activity	9781578377730	Chapter 5 Math Labs, pages 314 - 315	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	(iii) select tools, including paper and pencil as appropriate, to solve problems	Instruction	9781578377730	Chapter 7 Math Labs, pages 435 - 436	Activity 3
			Activity	9781578377730	Chapter 9 Math Labs, pages 559 0 560	Activity 3
(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	9781578377730	Chapter 3 Math Labs, pages 165 - 167	Activity 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	9781578377730	Chapter 3 Math Labs, pages 168 - 169	Activity 3
(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	9781578377730	Chapter 1 Math Labs, pages 52 - 53	Activity 1
			Activity	9781578377730	Chapter 2 Math Labs, pages 116 - 117	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	(vi) select techniques including estimation as appropriate, to solve problems	Instruction	9781578377730	Chapter 8 Math Labs, pages 489 - 490	Activity 1
			Activity	9781578377730	Chapter 10 Math Labs, page 606	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:	(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	9781578377730	Chapter 10 Math Labs, page 607	Activity 3
			Activity	9781578377730	Chapter 11 Math Labs, pages 656 - 657	Activity 2
(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	9781578377730	Lesson 2.1, page 81	Example 2
			Activity	9781578377730	Lesson 2.1, page 83	Example 5
			Assessment	9781578377730	Lesson 2.1, page 85	Exercises 36 - 40
(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	9781578377730	Lesson 2.1, page 82	Example 4
			Activity	9781578377730	Lesson 9.4, page 533	Example 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	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate	Instruction	9781578377730	Lesson 4.5, page 216	Example 3
			Activity	9781578377730	Lesson 4.6, page 223	Example 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	(iv) communicate mathematical ideas using multiple representations, including language as appropriate	Instruction	9781578377730	Lesson 7.8, page 426	Example 1
			Assessment	9781578377730	Chapter 4 Math Applications, page 258	Exercise 5
			Assessment	9781578377730	Lesson 5.5, page 295	Critical Thinking question near the bottom of the page
(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	9781578377730	Lesson 8.2, page 455	Example 2
			Activity	9781578377730	Lesson 5.1, page 276	Activity

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	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate	Instruction	9781578377730	Lesson 9.4, page 534	Example 2
			Activity	9781578377730	Lesson 9.4, page 533	Example 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	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate	Instruction	9781578377730	Lesson 9.5, pages 539 - 540	Example 1
			Assessment	9781578377730	Lesson 9.5, page 545	Exercise 20
(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	9781578377730	Lesson 5.1, page 277	Example 3
			Assessment	9781578377730	Lesson 5.1, page 280	Exercises 20 - 22

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	(ix) communicate [mathematical ideas'] implications using multiple representations, including symbols as appropriate	Instruction	9781578377730	Lesson 8.2, page 455	Example 2
			Activity	9781578377730	Lesson 5.1, page 276	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	(x) communicate [mathematical ideas'] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377730	Lesson 9.4, page 534	Example 2
			Activity	9781578377730	Lesson 9.4, page 533	Example 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	(xi) communicate [mathematical ideas'] implications using multiple representations, including graphs as appropriate	Instruction	9781578377730	Lesson 9.5, pages 539 - 540	Example 1
			Assessment	9781578377730	Lesson 9.5, page 545	Exercise 20

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	(xii) communicate [mathematical ideas'] implications using multiple representations, including language as appropriate	Instruction	9781578377730	Lesson 5.1, page 277	Example 3
			Assessment	9781578377730	Lesson 5.1, page 280	Exercises 20 - 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	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate	Instruction	9781578377730	Lesson 8.2, page 455	Example 2
			Activity	9781578377730	Lesson 5.1, page 276	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	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377730	Lesson 9.4, page 534	Example 2
			Activity	9781578377730	Lesson 9.4, page 533	Example 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	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate	Instruction	9781578377730	Lesson 9.5, pages 539 - 540	Example 1
			Assessment	9781578377730	Lesson 9.5, page 545	Exercise 20
(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	9781578377730	Lesson 5.1, page 277	Example 3
			Assessment	9781578377730	Lesson 5.1, page 280	Exercises 20 - 22
(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	9781578377730	Lesson 5.1, page 277	Example 3
			Activity	9781578377730	Lesson 8.3, page 462	Example 4
(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	9781578377730	Lesson 6.1, page 336	Example 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377730	Lesson 6.1, page 337	Exercises 10 - 15
(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	9781578377730	Lesson 5.5, page 294	Example 1
			Activity	9781578377730	Lesson 8.4, page 465	Activity 1
(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	9781578377730	Lesson 4.1, page 185	Example 2
			Activity	9781578377730	Chapter 3 Math Labs, page 164	Activity 1, Step 5
(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	9781578377730	Lesson 3.1, page 137	Example 2
			Assessment	9781578377730	Lesson 3.1, page 139	Exercises 4 - 23

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	(vi) use representations to communicate mathematical ideas	Instruction	9781578377730	Lesson 8.7, page 484	Activity
			Assessment	9781578377730	Chapter 8 Math Applications, page 502	Exercise 9
(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	9781578377730	Lesson 9.4, page 535	Activity 2 and the next paragraph
			Assessment	9781578377730	Lesson 9.4, page 537	Exercises 9 - 12
(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	9781578377730	Lesson 2.2, page 87	Activity and the rest of the page
			Assessment	9781578377730	Lesson 2.2, page 90	Exercises 3 and 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	9781578377730	Lesson 4.1, page 184	Quadrants and Activity 1
			Assessment	9781578377730	Lesson 3.4, page 157	Exercises 1 - 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:	(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	9781578377730	Lesson 6.6, page 364	Example
			Assessment	9781578377730	Lesson 5.5, page 295	Critical Thinking features
(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	9781578377730	Lesson 4.6, page 222	Activity 1
			Assessment	9781578377730	Lesson 4.4, page 211	Exercises 1 and 3
			Assessment	9781578377730	Lesson 4.7, page 228	Critical Thinking
(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	9781578377730	Lesson 7.3, page 399	Activity
			Assessment	9781578377730	Lesson 6.6, page 365	Exercise 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	(v) justify mathematical ideas using precise mathematical language in written or oral communication	Instruction	9781578377730	Lesson 7.5, page 410	Activity
			Activity	9781578377730	Lesson 7.4, page 407	Problem Solving Feature
(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	9781578377730	Lesson 8.3, page 462	Example 4
			Assessment	9781578377730	Chapter 8 Math Applications, page 506	Exercise 17
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(i) determine the domain of a linear function in mathematical problems	Instruction	9781578377730	Lesson 5.1, page 274	Example 2
			Assessment	9781578377730	Lesson 5.1, page 279	Exercises 5, 7, 8, 10

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(ii) determine the range of a linear function in mathematical problems	Instruction	9781578377730	Lesson 5.1, page 274	Example 2
			Assessment	9781578377730	Lesson 5.1, page 279	Exercises 5, 7, 8, 10
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(iii) determine reasonable domain values for real-world situations, both continuous and discrete	Instruction	9781578377730	Lesson 5.5, page 295	Example 2
			Assessment	9781578377730	Chapter 5, Math Applications, page 320	Exercise 6
			Assessment	9781578377730	Chapter 5, Math Applications, page 323	Exercise 12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(iv) determine reasonable range values for real-world situations, both continuous and discrete	Instruction	9781578377730	Lesson 5.5, page 295	Example 2
			Assessment	9781578377730	Chapter 5, Math Applications, page 320	Exercise 6
			Assessment	9781578377730	Chapter 5, Math Applications, page 323	Exercise 12
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(v) represent domain using inequalities;	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(vi) represent range using inequalities;	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(B) write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points	(i) write linear equations in two variables in various forms, including $y = mx + b$ given one point and the slope	Instruction	9781578377730	Lesson 4.4, page 208	Example 2
			Assessment	9781578377730	Lesson 4.4, page 211	Exercises 13-20
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(B) write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points	(ii) write linear equations in two variables in various forms, including $Ax + By = C$, given two points	Instruction	9781578377730	Lesson 4.3, page 202	Top of Page
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(B) write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points	(iii) write linear equations in two variables in various forms, including $y - y_1 = m(x - x_1)$, given one point and the slope	Instruction	9781578377730	Lesson 4.4, page 208	Top of Page
			(Drop-down menu)			
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(C) write linear equations in two variables given a table of values, a graph, and a verbal description	(i) write linear equations in two variables given a table of values	Instruction	9781578377730	N/A	Not Covered
			Assessment	9781578377730	Chapter 4, Math Applications, pages 257, 260, 265	Exercises 3, 10, 20
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(C) write linear equations in two variables given a table of values, a graph, and a verbal description	(ii) write linear equations in two variables given a graph	Instruction	9781578377730	Lesson 4.4, page 210	Ongoing Assessment
			Assessment	9781578377730	Lesson 4.4, page 212	Exercises 21-26

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(C) write linear equations in two variables given a table of values, a graph, and a verbal description	(iii) write linear equations in two variables given a verbal description	Instruction	9781578377730	Lesson 4.4, page 209	Example 3
			Assessment	9781578377730	Lesson 4.4, page 213	Exercise 27
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(D) write and solve equations involving direct variation	(i) write equations involving direct variation	Instruction	9781578377730	Lesson 5.4, page 290	Example 1
			Assessment	9781578377730	Chapter 5, Math Applications, page 324	Exercise 13
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(D) write and solve equations involving direct variation	(ii) solve equations involving direct variation	Instruction	9781578377730	Lesson 5.4, page 290	Example 2
			Assessment	9781578377730	Lesson 5.4, page 292	Exercises 11-14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(E) write the equation of a line that contains a given point and is parallel to a given line	(i) write the equation of a line that contains a given point and is parallel to a given line	Instruction	9781578377730	Lesson 4.6, page 223	Example 1
			Assessment	9781578377730	Lesson 4.6, page 226	Exercises 12-17
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(F) write the equation of a line that contains a given point and is perpendicular to a given line	(i) write the equation of a line that contains a given point and is perpendicular to a given line;	Instruction	9781578377730	Lesson 4.6, page 225	Example 2
			Assessment	9781578377730	Lesson 4.6, page 226	Exercises 18-23
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(G) write an equation of a line that is parallel or perpendicular to the X or Y axis and determine whether the slope of the line is zero or undefined	(i) write an equation of a line that is parallel or perpendicular to the X or Y axis	Instruction	9781578377730	Lesson 4.5, pages 216, 218	Activity 1, 2
			Assessment	9781578377730	Lesson 4.5, page 220	Exercises 19, 21

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(G) write an equation of a line that is parallel or perpendicular to the X or Y axis and determine whether the slope of the line is zero or undefined	(ii) determine whether the slope of the line is zero or undefined	Instruction	9.78158E+12	Lesson 4.5, pages 216, 218	Activity 1, 2
			Assessment	9.78158E+12	Lesson 4.5, page 220	Exercises 19, 21
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(H) write linear inequalities in two variables given a table of values, a graph, and a verbal description	(i) write linear inequalities in two variables given a table of values	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(H) write linear inequalities in two variables given a table of values, a graph, and a verbal description	(ii) write linear inequalities in two variables given a graph	Instruction	9781578377730	Lesson 4.9, pages 242-243	Example 2
			Assessment	9781578377730	Lesson 4.9, page 247	Exercises 4-5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(H) write linear inequalities in two variables given a table of values, a graph, and a verbal description	(iii) write linear inequalities in two variables given a verbal description	Instruction	9781578377730	Lesson 4.9, page 244	Example 4
			Assessment	9781578377730	Lesson 4.9, page 247	Exercises 18-19
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(I) write systems of two linear equations given a table of values, a graph, and a verbal description	(i) write systems of two linear equations given a table of values	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(I) write systems of two linear equations given a table of values, a graph, and a verbal description	(ii) write systems of two linear equations given a graph	Instruction	9781578377730	Lesson 6.2, page 340	Activity
			Assessment	9781578377730	Lesson 6.2, page 349	Exercises 19-23

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(I) write systems of two linear equations given a table of values, a graph, and a verbal description	(iii) write systems of two linear equations given a verbal description	Instruction	9781578377730	Lesson 6.3, page 345	Example
			(Drop-down menu)			
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(i) determine the slope of a line given a table of values	Instruction	9781578377730	Lesson 4.3, page 198	Example 1
			Assessment	9781578377730	Lesson 4.3, page 205	Exercises 11-12
			Activity	9781578377730	Lesson 4.3, page 199	Activity 1
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(ii) determine the slope of a line given a graph	Instruction	9781578377730	Lesson 4.2, page 195	Example 2
			Assessment	9781578377730	Lesson 4.2, page 196	Exercises 14-15

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(iii) determine the slope of a line given two points on the line	Instruction	9781578377730	Lesson 4.2, page 195	Example 2
			Assessment	9781578377730	Lesson 4.2, page 196	Exercise 16
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(iv) determine the slope of a line given an equation written in various forms, including $y = mx + b$	Instruction	9781578377730	Lesson 4.3, page 201	Activity 2, #2
			Assessment	9781578377730	Lesson 4.3, page 205	Exercises 22-24
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(v) determine the slope of a line given an equation written in various forms, including $Ax + By = C$	Instruction	9781578377730	Lesson 4.3, page 202	Example 4
			Assessment	9781578377730	Lesson 4.3, page 205	Exercises 25-30

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(vi) determine the slope of a line given an equation written in various forms, including $y - y_1 = m(x - x_1)$	Instruction	9781578377730	Lesson 4.4, page 209	Ongoing Assessment
			Assessment	9781578377730	Lesson 4.4, page 211	Exercises 13-20
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(B) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems	(i) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical problems	Instruction	9781578377730	Lesson 4.2, page 194	Example 1
			Assessment	9781578377730	Lesson 4.2, page 196	Exercises 6-13
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(B) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems	(ii) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of real-world problems	Instruction	9781578377730	Lesson 4.2, pages 192-193	Slope Test
			Assessment	9781578377730	Lesson 4.2, page 197	Exercises 17-19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(i) graph linear functions on the coordinate plane in mathematical problems	Instruction	9781578377730	Lesson 4.3, pages 198-199	Example 1
			Assessment	9781578377730	Lesson 4.3, page 205	Exercises 25-30
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(ii) graph linear functions on the coordinate plane in real-world problems	Instruction	9781578377730	Lesson 4.3, pages 202-203	Example 5
			Assessment	9781578377730	Lesson 4.3, page 206	Exercises 31-33
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(iii) identify key features, including x-intercept in mathematical problems	Instruction	9781578377730	Lesson 4.5, page 214	Example 1
			Assessment	9781578377730	Lesson 4.5, page 219	Exercises 4-11

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(iv) identify key features, including x-intercept in real-world problems	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(v) identify key features, including y-intercept in mathematical problems	Instruction	9781578377730	Lesson 4.3, page 201	Activity 2
			Assessment	9781578377730	Lesson 4.3, page 205	Exercise 13
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(vi) identify key features, including y-intercept in real-world problems	Instruction	9781578377730	N/A	Not Covered
			Assessment	9781578377730	Chapter 4, Math Applications, page 264	Exercise 17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems	(vii) identify key features, including zeros in mathematical problems	Instruction	9781578377730	Lesson 4.5, page 214	Example 1
			Assessment	9781578377730	Lesson 4.5, page 219	Exercises 12-15
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems	(viii) identify key features, including zeros in real-world problems	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems	(ix) identify key features, including slope in mathematical problems	Instruction	9781578377730	Lesson 4.5, page 215	Example 3
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(x) identify key features, including slope in real-world problems	Instruction	9781578377730	Lesson 4.5, page 215	Example 2
			Assessment	9781578377730	Lesson 4.5, page 220-221	Exercises 24-29
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(D) graph the solution set of linear inequalities in two variables on the coordinate plane	(i) graph the solution set of linear inequalities in two variables on the coordinate plane	Instruction	9781578377730	Lesson 4.9, page 244	Example 4
			Assessment	9781578377730	Lesson 4.9, page 247	Exercises 6-17
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(E) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(i) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$ for specific values of a	Instruction	9781578377730	Lesson 4.7, page 229	Activity 3
			Assessment	9781578377730	Lesson 4.7, page 231	Exercises 8, 11, 12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(E) determine the effects on the graph of the parent function *f(x) = x* when *f(x)* is replaced by *af(x), f(x) + d, f(x - c), f(bx)* for specific values of *a, b, c,* and *d*	(ii) determine the effects on the graph of the parent function *f(x) = x* when *f(x)* is replaced by *f(x) + d* for specific values of *d*	Instruction	9781578377730	Lesson 4.7, page 229	Activity 2
			Assessment	9781578377730	Lesson 4.7, page 231	Exercises 9, 10
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(E) determine the effects on the graph of the parent function *f(x) = x* when *f(x)* is replaced by *af(x), f(x) + d, f(x - c), f(bx)* for specific values of *a, b, c* , and *d*	(iii) determine the effects on the graph of the parent function *f(x) = x* when *f(x)* is replaced by *f(x - c)* for specific values of *c*	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(E) determine the effects on the graph of the parent function *f(x) = x* when *f(x)* is replaced by *af(x), f(x) + d, f(x - c), f(bx)* for specific values of *a, b, c,* and *d*	(iv) determine the effects on the graph of the parent function *f(x) = x* when *f(x)* is replaced by *f(bx)* for specific values of *b*	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(F) graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist	(i) graph systems of two linear equations in two variables on the coordinate plane	Instruction	9781578377730	Lesson 6.1, pages 334-335	Example 1
			Assessment	9781578377730	Lesson 6.1, page 337	Exercises 4-9
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(F) graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist	(ii) determine the solutions if they exist	Instruction	9781578377730	Lesson 6.2, page 341	Example 1
			Assessment	9781578377730	Lesson 6.2, page 343	Exercises 6-17
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(G) estimate graphically the solutions to systems of two linear equations with two variables in real-world problems	(i) estimate graphically the solutions to systems of two linear equations with two variables in real-world problems	Instruction	9781578377730	Lesson 6.1, pages 334-335`	Example 1
			Assessment	9781578377730	Lesson 6.1, page 337	Exercises 16-17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(H) graph the solution set of systems of two linear inequalities in two variables on the coordinate plane	(i) graph the solution set of systems of two linear inequalities in two variables on the coordinate plane	Instruction	9781578377730	Lesson 6.6, page 367	Example
			Assessment	9781578377730	Lesson 6.6, page 365	Exercises 3-12
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(A) calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association	(i) calculate, using technology, the correlation coefficient between two quantitative variables	Instruction	9781578377730	Lesson 4.8, pages 237-238	Example 5
			Assessment	9781578377730	Lesson 4.8, page 240	Exercise 6f
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(A) calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association	(ii) interpret this quantity as a measure of the strength of the linear association	Instruction	9781578377730	Lesson 4.8, pages 237-238	Example 5
			Assessment	9781578377730	Lesson 4.8, page 240	Exercise 6f

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(B) compare and contrast association and causation in real-world problems	(i) compare and contrast association and causation in real-world problems	Instruction	9781578377730	Chapter 4, Math Labs, pages 249-250	Activity 1
			(Drop-down menu)			
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(C) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems	(i) write, with technology, linear functions that provide a reasonable fit to data to estimate solutions	Instruction	9781578377730	Lesson 4.9, page 234	Activity
			Assessment	9781578377730	Chapter 4, Math Applications, page 258	Exercise 5
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(C) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems	(ii) write, without technology, linear functions that provide a reasonable fit to data to estimate solutions	Instruction	9781578377730	Lesson 4.9, pages 236-237	Example 4
			Assessment	9781578377730	Lesson 4.9, pages 239-240	Exercises 4-6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(C) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems	(iii) make predictions for real-world problems.	Instruction	9781578377730	Lesson 4.9, page 236	Example 4
			Assessment	9781578377730	Lesson 4.9, pages 239-240	Exercises 4-6
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(A) solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides	(i) solve linear equations in one variable, including those for which the application of the distributive property is necessary	Instruction	9781578377730	Lesson 2.4, page 101	Activity 1
			Assessment	9781578377730	Lesson 2.4, page 103	Exercises 9, 11, 15, 18, 19
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(A) solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides	(ii) solve linear equations in one variable, including those for which variables are included on both sides;	Instruction	9781578377730	Lesson 2.5, pages 106-107	Example 3
			Assessment	9781578377730	Lesson 2.5, page 108	Exercises 11-24

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(B) solve linear inequalities in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides	(i) solve linear inequalities in one variable, including those for which the application of the distributive property is necessary	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(B) solve linear inequalities in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides	(ii) solve linear inequalities in one variable, including those for which variables are included on both sides;	Instruction	9781578377730	N/A	Not Covered
			Assessment	9781578377730	Lesson 3.3, page 150	Exercise 17
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(C) solve systems of two linear equations with two variables for mathematical and real-world problems	(i) solve systems of two linear equations with two variables for mathematical problems.	Instruction	9781578377730	Lesson 6.4, page 353	Example 3
			Assessment	9781578377730	Lesson 6.4, page 356	Exercises 5-19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(C) solve systems of two linear equations with two variables for mathematical and real-world problems	(ii) solve systems of two linear equations with two variables for real-world problems.	Instruction	9781578377730	Lesson 6.5, pages 357-358	Example 1
			Assessment	9781578377730	Chapter 6, Math Applications, pages 372-381	Exercises 1-21
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities	(i) determine the domain of quadratic functions	Instruction	9781578377730	Lesson 8.1, page 449	Example 2
			Assessment	9781578377730	Lesson 8.1, page 453	Exercises 6-16
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities	(ii) determine the range of quadratic functions	Instruction	9781578377730	Lesson 8.1, page 449	Example 2
			Assessment	9781578377730	Lesson 8.1, page 453	Exercises 6-16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities	(iii) represent the domain using inequalities;	Instruction	9781578377730	Lesson 8.1, page 449	Activity 1
			(Drop-down menu)			
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities	(iv) represent the range using inequalities;	Instruction	9781578377730	Lesson 8.1, page 449	Activity 1
			(Drop-down menu)			
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(B) write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form $f(x) = a(x - h)^2 + k$, and rewrite the equation from vertex form to standard form $f(x) = ax^2 + bx + c$	(i) write equations of quadratic functions given the vertex and another point on the graph	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(B) write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form $f(x) = a(x - h)^2 + k$, and rewrite the equation from vertex form to standard form $f(x) = ax^2 + bx + c$	(ii) write the equation [of quadratic functions] in vertex form $f(x) = a(x - h)^2 + k$	Instruction	9781578377730	Lesson 8.4, page 467	Top of Page
			Assessment	9781578377730	Lesson 8.4, page 470	Exercises 4-13
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(B) write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form $f(x) = a(x - h)^2 + k$, and rewrite the equation from vertex form to standard form $f(x) = ax^2 + bx + c$	(iii) rewrite the equation [of quadratic functions] from vertex form to standard form $f(x) = ax^2 + bx + c$	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(C) write quadratic functions when given real solutions and graphs of their related equations	(i) write quadratic functions when given real solutions	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(C) write quadratic functions when given real solutions and graphs of their related equations	(ii) write quadratic functions when given graphs of their related equations	Instruction	9781578377730	Chapter 8, Math Labs, pages 491-493	Activity 3
			(Drop-down menu)	9781578377730	N/A	Not Covered
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(i) graph quadratic functions on the coordinate plane	Instruction	9781578377730	Lesson 8.1, page 448	Example 1
			Assessment	9781578377730	Lesson 8.1, page 453	Exercises 6-15
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(ii) use the graph to identify key attributes, if possible, including x-intercept	Instruction	9781578377730	Lesson 8.2, page 454	Example 1
			Assessment	9781578377730	Lesson 8.2, page 459	Exercises 6-11

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including *x*-intercept, *y*-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(iii) use the graph to identify key attributes, if possible, including *y*-intercept	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)	9781578377730	N/A	Not Covered
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including *x*-intercept, *y*-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(iv) use the graph to identify key attributes, if possible, including zeros	Instruction	9781578377730	Lesson 8.2, page 455	Example 2
			Assessment	9781578377730	Lesson 8.2, page 459	Exercises 16-21
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including *x*-intercept, *y*-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(v) use the graph to identify key attributes, if possible, including maximum value	Instruction	9781578377730	Lesson 8.1, page 449	Activity 1
			Assessment	9781578377730	Lesson 8.1, page 453	Exercise 16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(vi) use the graph to identify key attributes, if possible, including minimum values	Instruction	9781578377730	Lesson 8.4, page 468	Example 2
			Assessment	9781578377730	Lesson 8.4, page 470	Exercises 4, 6, 8, 10
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(vii) use the graph to identify key attributes, if possible, including vertex	Instruction	9781578377730	Lesson 8.4, page 466	Activity 2
			Assessment	9781578377730	Lesson 8.4, page 470	Exercises 4-13
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(viii) use the graph to identify key attributes, if possible, including the equation of the axis of symmetry	Instruction	9781578377730	Lesson 8.2, page 456	Example 3
			Assessment	9781578377730	Lesson 8.2, page 459	Exercises 12-15

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(B) describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions	(i) describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions	Instruction	9781578377730	Lesson 8.3, page 460	Factoring Text
			Assessment	9781578377730	Lesson 8.3, page 463	Exercises 1-5
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(i) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$ for specific values of a	Instruction	9781578377730	Lesson 8.1, page 450	Bottom of Page
			Assessment	9781578377730	Lesson 8.1, page 453	Exercises 6, 9, 10, 11, 13, 14, 15
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(ii) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $f(x) + d$ for specific values of d	Instruction	9781578377730	Lesson 8.1, page 451	Top of Page
			Assessment	9781578377730	Lesson 8.1, page 453	Exercises 7, 10, 12, 13, 14, 15

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(iii) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $f(x - c)$ for specific values of c	Instruction	9781578377730	Lesson 8.1, page 451	Middle of Page
			Assessment	9781578377730	Lesson 8.1, page 453	Exercises 8, 11, 12, 13
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(iv) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $f(bx)$ for specific values of b	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula	(i) solve quadratic equations having real solutions by factoring	Instruction	9781578377730	Lesson 8.3, page 460	Example 1
			Assessment	9781578377730	Lesson 8.3, page 463	Exercises 6-17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula	(ii) solve quadratic equations having real solutions by taking square roots	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula	(iii) solve quadratic equations having real solutions by completing the square	Instruction	9781578377730	Lesson 8.4, page 467	Example 1
			Assessment	9781578377730	Lesson 8.5, page 475	Exercises 5-16
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula	(iv) solve quadratic equations having real solutions by factoring applying the quadratic formula	Instruction	9781578377730	Lesson 8.6, page 477	Example 1
			Assessment	9781578377730	Lesson 8.6, page 482	Exercises 6-14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(B) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems	(i) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions	Instruction	9781578377730	Chapter 8, Math Labs, pages 489-490	Activity 1
			Assessment	9781578377730	Chapter 8, Math Labs, pages 491-493	Activity 3
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(B) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems	(ii) write, using technology, quadratic functions that provide a reasonable fit to data to make predictions for real-world problems	Instruction	9781578377730	Chapter 8, Math Labs, pages 494-497	Activity 4
			Assessment	9781578377730	Chapter 8, Math Applications, page 502	Exercise 9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities	(i) determine the domain of exponential functions of the form $f(x) = ab^x$	Instruction	9781578377730	Lesson 9.5, pages 539-540	Example 1
			(Drop-down menu)	9781578377730	N/A	Not Covered
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities	(ii) determine the range of exponential functions of the form $f(x) = ab^x$	Instruction	9781578377730	Lesson 9.5, pages 539-540	Example 1
			(Drop-down menu)	9781578377730	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities	(iii) represent the domain [of exponential functions of the form $f(x) = ab^x$] using inequalities	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities	(iv) represent the range [of exponential functions of the form $f(x) = ab^x$] using inequalities	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(B) interpret the meaning of the values of a and b in exponential functions of the form $f(x) = ab^x$ in real-world problems	(i) interpret the meaning of the values of a exponential functions of the form $f(x) = ab^x$ in real-world problems	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(B) interpret the meaning of the values of a and b in exponential functions of the form $f(x) = ab^x$ in real-world problems	(ii) interpret the meaning of the values of b in exponential functions of the form $f(x) = ab^x$ in real-world problems	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(C) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay	(i) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical situations	Instruction	9781578377730	Lesson 9.5, page 542	Example 2
			Assessment	9781578377730	Chapter 9, Math Applications, pages 561-569	Exercises 9, 13
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(C) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay	(ii) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from real-world situations, including growth	Instruction	9781578377730	Lesson 9.5, page 543	Problem-solving Feature
			Assessment	9781578377730	Chapter 9, Math Applications, page 564	Exercise 9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(C) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay	(iii) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from real-world situations, including decay	Instruction	9781578377730	Lesson 9.5, page 542	Example 2
			Assessment	9781578377730	Chapter 9, Math Applications, page 566	Exercise 13
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including y-intercept and asymptote, in mathematical and real-world problems	(i) graph exponential functions that model growth	Instruction	9781578377730	Lesson 9.5, page 539	Top of Page
			Assessment	9781578377730	Lesson 9.5, page 544	Exercise 6, 9, 10, 11, 13, 14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including *y*-intercept and asymptote, in mathematical and real-world problems	(ii) graph exponential functions that model decay	Instruction	9781578377730	Lesson 9.5, page 542	Top of Page
			Assessment	9781578377730	Lesson 9.5, page 544	Exercise 7, 8, 12, 15
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including *y*-intercept and asymptote, in mathematical and real-world problems	(iii) identify key features, including *y*-intercept, in mathematical problems	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including *y*-intercept and asymptote, in mathematical and real-world problems	(iv) identify key features, including *y*-intercept, in real-world problems	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including *y*-intercept and asymptote, in mathematical and real-world problems	(v) identify key features, including asymptote, in mathematical problems	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including *y*-intercept and asymptote, in mathematical and real-world problems	(vi) identify key features, including asymptote, in real-world problems	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(E) write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems	(i) write, using technology, exponential functions that provide a reasonable fit to data	Instruction	9781578377730	N/A	Not Covered
			Assessment	9781578377730	Chapter 9, Math Applications, pages 564-566	Exercises 9, 13

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(E) write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems	(ii) make predictions for real-world problems	Instruction	9781578377730	N/A	Not Covered
			Assessment	9781578377730	Chapter 9, Math Applications, pages 564-566	Exercises 9, 13
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(A) add and subtract polynomials of degree one and degree two	(i) add polynomials of degree one	Instruction	9781578377730	N/A	Not Covered
			Assessment	9781578377730	Lesson 7.1, page 392	Exercises 12, 15
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(A) add and subtract polynomials of degree one and degree two	(ii) add polynomials of degree two	Instruction	9781578377730	Lesson 7.1, page 389	Activity
			Assessment	9781578377730	Lesson 7.1, page 392	Exercises 13, 14, 16, 17-23

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(A) add and subtract polynomials of degree one and degree two	(iii) subtract polynomials of degree one	Instruction	9781578377730	Lesson 2.5, page 106	Activity
			Assessment	9781578377730	Lesson 7.1, page 393	Exercises 24-25
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(A) add and subtract polynomials of degree one and degree two	(iv) subtract polynomials of degree two	Instruction	9781578377730	Lesson 7.1, page 390	Example 1
			Assessment	9781578377730	Lesson 7.1, page 393	Exercises 26-30
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(B) multiply polynomials of degree one and degree two	(i) multiply polynomials of degree one	Instruction	9781578377730	Lesson 7.4, page 403	Example 1
			Assessment	9781578377730	Lesson 7.4, page 408	Exercises 6-29

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(B) multiply polynomials of degree one and degree two	(ii) multiply polynomials of degree two	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)	9781578377730	N/A	Not Covered
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(C) determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend	(i) determine the quotient of a polynomial of degree one when divided by a polynomial of degree one	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)	9781578377730	N/A	Not Covered
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(C) determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend	(ii) determine the quotient of a polynomial of degree two when divided by a polynomial of degree one	Instruction	9781578377730	Lesson 7.6, page 414	Top of Page
			Assessment	9781578377730	Lesson 7.6, page 419	Exercises 18-35

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(C) determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend	(iii) determine the quotient of a polynomial of degree two when divided by a polynomial of degree two	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(D) rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property	(i) rewrite polynomial expressions of degree one in equivalent forms using the distributive property	Instruction	9781578377730	Lesson 2.4, page 101	Activity 1
			Assessment	9781578377730	Lesson 2.4, page 102	Activity 2
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(D) rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property	(ii) rewrite polynomial expressions of degree two in equivalent forms using the distributive property	Instruction	9781578377730	Lesson 7.4, page 405	Bottom of Page
			Assessment	9781578377730	Lesson 7.4, page 408	Exercises 18-29

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(E) factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two	(i) factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two	Instruction	9781578377730	Lesson 7.7, page 423	Example 3
			Assessment	9781578377730	Lesson 7.7, page 425	Exercises 21-24, 26, 28-29, 32
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(F) decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial	(i) decide if a binomial can be written as the difference of two squares	Instruction	9781578377730	Lesson 7.7, page 420	Entire Page
			(Drop-down menu)	9781578377730	N/A	Not Covered
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(F) decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial	(ii) if [a binomial can be written as the difference of two squares], use the structure of a difference of two squares to rewrite the binomial	Instruction	9781578377730	Lesson 7.7, page 421	Activity 1
			Assessment	9781578377730	Lesson 7.7, page 425	Exercises 22-23, 25, 27, 30-31
(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:	(A) simplify numerical radical expressions involving square roots	(i) simplify numerical radical expressions involving square roots	Instruction	9781578377730	Lesson 9.2, page 523	Top of Page

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377730	Lesson 9.2, page 525	Exercises 3-18
(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:	(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents	(i) simplify numeric expressions using the laws of exponents, including integral exponents	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)	9781578377730	N/A	Not Covered
(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:	(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents	(ii) simplify numeric expressions using the laws of exponents, including rational exponents	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)	9781578377730	N/A	Not Covered
(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:	(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents	(iii) simplify algebraic expressions using the laws of exponents, including integral exponents	Instruction	9781578377730	Lesson 7.2, pages 394-395	Examples 1-3
			Assessment	9781578377730	Lesson 7.2, page 398	Exercises 3-18

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:	(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents	(iv) simplify algebraic expressions using the laws of exponents, including rational exponents	Instruction	9781578377730	Lesson 7.3, page 400	Examples 1-2
			Assessment	9781578377730	Lesson 7.3, page 401	Exercises 5-10
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(A) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function	(i) decide whether relations represented verbally define a function	Instruction	9781578377730	N/A	Not Covered
			(Drop-down menu)			
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(A) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function	(ii) decide whether relations represented tabularly define a function	Instruction	9781578377730	N/A	Not Covered
			Assessment	9781578377730	Lesson 5.1, page 279	Exercises 7-8
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(A) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function	(iii) decide whether relations represented graphically define a function	Instruction	9781578377730	Lesson 5.1, page 278	Entire page under green heading
			Assessment	9781578377730	Lesson 5.1, page 279	Exercises 9-10

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(A) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function	(iv) decide whether relations represented symbolically define a function	Instruction	9781578377730	Lesson 5.1, page 277	Middle of Page
			Assessment	9781578377730	Lesson 5.1, page 279	Exercises 5-6
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(B) evaluate functions, expressed in function notation, given one or more elements in their domains	(i) evaluate functions, expressed in function notation, given one or more elements in their domains	Instruction	9781578377730	Lesson 5.2, page 282	Example 2
			Assessment	9781578377730	Lesson 5.2, page 283	Exercises 5-6
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(C) identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes	(i) identify terms of arithmetic sequences when the sequences are given in function form using recursive processes	Instruction	9781578377730	Lesson 5.6, page 304	Example 1
			Assessment	9781578377730	Lesson 5.6, page 304	Exercises 4-11
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(C) identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes	(ii) identify terms of geometric sequences when the sequences are given in function form using recursive processes	Instruction	9781578377730	Lesson 9.7, page 552	Example 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377730	Lesson 9.7, page 553	Exercises 3-6
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(D) write a formula for the n^{th} term of arithmetic and geometric sequences, given the value of several of their terms	(i) write a formula for the n^{th} term of arithmetic sequences, given the value of several of their terms	Instruction	9781578377730	Lesson 5.6, page 305	Example 2
			Assessment	9781578377730	Lesson 5.6, page 506	Exercises 8-11
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(D) write a formula for the n^{th} term of arithmetic and geometric sequences, given the value of several of their terms	(ii) write a formula for the n^{th} term of geometric sequences, given the value of several of their terms	Instruction	9781578377730	Lesson 9.7, page 552	Example 1
			Assessment	9781578377730	Lesson 9.7, page 554	Exercises 7-10
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(E) solve mathematic and scientific formulas, and other literal equations, for a specified variable	(i) solve mathematic formulas for a specified variable	Instruction	9781578377730	Lesson 2.3, page 95	Example 4
			Assessment	9781578377730	Lesson 2.4, page 103	Exercises 21-23
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(E) solve mathematic and scientific formulas, and other literal equations, for a specified variable	(ii) solve scientific formulas for a specified variable	Instruction	9781578377730	Lesson 2.1, page 81	Example 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377730	Chapter 2, Math Applications, page 127	Exercise 20
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(E) solve mathematic and scientific formulas, and other literal equations, for a specified variable	(iii) solve other literal equations for a specified variable	Instruction	9781578377730	Lesson 2.4, page 102	Activity 2
			Assessment	9781578377730	Lesson 2.4, page 103	Exercise 23d

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

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.39. Algebra I, Adopted 2012 (One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Algebra 1**
Program ISBN	**9781578377730**

(a) General Requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grade 8 or 9. Prerequisite: Mathematics, Grade 8 or its equivalent.

(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 Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

(4) 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

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	9781578377466	Lesson 5.1, page 274	Top of page
			Assessment	9781578377466	Lesson 5.1, page 280	Exercises 20 and 22
(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	9781578377466	Lesson 8.6, page 481	Cultural Connection
			Assessment	9781578377466	Math Applications page 500	Exercise 5
(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	9781578377466	Lesson 4.4, page 207	Top of page
			Assessment	9781578377466	Lesson 4.4, page 213	Exercise 28

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	9781578377466	Lesson 1.4, page 26	Problem Solving Feature
			Activity	9781578377466	Lesson 4.5, page 217	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	9781578377466	Lesson 3.4, page 157	Problem Solving Feature
			Assessment	9781578377466	Lesson 9.5, page 543	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	9781578377466	Chapter 2 Math Labs, pages 116 - 117	Activity 2
			Activity	9781578377466	Chapter 1 Math Labs, page 54	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:	(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	9781578377466	Chapter 2 Math Labs, pages 117 - 118	Activity 3
			Activity	9781578377466	Chapter 5 Math Labs, pages 314 - 315	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	(iii) select tools, including paper and pencil as appropriate, to solve problems	Instruction	9781578377466	Chapter 7 Math Labs, pages 435 - 436	Activity 3
			Activity	9781578377466	Chapter 9 Math Labs, pages 559 0 560	Activity 3
(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	9781578377466	Chapter 3 Math Labs, pages 165 - 167	Activity 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	9781578377466	Chapter 3 Math Labs, pages 168 - 169	Activity 3
(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	9781578377466	Chapter 1 Math Labs, pages 52 - 53	Activity 1
			Activity	9781578377466	Chapter 2 Math Labs, pages 116 - 117	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	(vi) select techniques including estimation as appropriate, to solve problems	Instruction	9781578377466	Chapter 8 Math Labs, pages 489 - 490	Activity 1
			Activity	9781578377466	Chapter 10 Math Labs, page 606	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:	(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	9781578377466	Chapter 10 Math Labs, page 607	Activity 3
			Activity	9781578377466	Chapter 11 Math Labs, pages 656 - 657	Activity 2
(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	9781578377466	Lesson 2.1, page 81	Example 2
			Activity	9781578377466	Lesson 2.1, page 83	Example 5
			Assessment	9781578377466	Lesson 2.1, page 85	Exercises 36 - 40
(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	9781578377466	Lesson 2.1, page 82	Example 4
			Activity	9781578377466	Lesson 9.4, page 533	Example 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	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate	Instruction	9781578377466	Lesson 4.5, page 216	Example 3
			Activity	9781578377466	Lesson 4.6, page 223	Example 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	(iv) communicate mathematical ideas using multiple representations, including language as appropriate	Instruction	9781578377466	Lesson 7.8, page 426	Example 1
			Assessment	9781578377466	Chapter 4 Math Applications, page 258	Exercise 5
			Assessment	9781578377466	Lesson 5.5, page 295	Critical Thinking question near the bottom of the page
(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	9781578377466	Lesson 8.2, page 455	Example 2
			Activity	9781578377466	Lesson 5.1, page 276	Activity

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	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate	Instruction	9781578377466	Lesson 9.4, page 534	Example 2
			Activity	9781578377466	Lesson 9.4, page 533	Example 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	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate	Instruction	9781578377466	Lesson 9.5, pages 539 - 540	Example 1
			Assessment	9781578377466	Lesson 9.5, page 545	Exercise 20
(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	9781578377466	Lesson 5.1, page 277	Example 3
			Assessment	9781578377466	Lesson 5.1, page 280	Exercises 20 - 22

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	(ix) communicate [mathematical ideas'] implications using multiple representations, including symbols as appropriate	Instruction	9781578377466	Lesson 8.2, page 455	Example 2
			Activity	9781578377466	Lesson 5.1, page 276	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	(x) communicate [mathematical ideas'] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377466	Lesson 9.4, page 534	Example 2
			Activity	9781578377466	Lesson 9.4, page 533	Example 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	(xi) communicate [mathematical ideas'] implications using multiple representations, including graphs as appropriate	Instruction	9781578377466	Lesson 9.5, pages 539 - 540	Example 1
			Assessment	9781578377466	Lesson 9.5, page 545	Exercise 20

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	(xii) communicate [mathematical ideas'] implications using multiple representations, including language as appropriate	Instruction	9781578377466	Lesson 5.1, page 277	Example 3
			Assessment	9781578377466	Lesson 5.1, page 280	Exercises 20 - 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	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate	Instruction	9781578377466	Lesson 8.2, page 455	Example 2
			Activity	9781578377466	Lesson 5.1, page 276	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	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377466	Lesson 9.4, page 534	Example 2
			Activity	9781578377466	Lesson 9.4, page 533	Example 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	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate	Instruction	9781578377466	Lesson 9.5, pages 539 - 540	Example 1
			Assessment	9781578377466	Lesson 9.5, page 545	Exercise 20
(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	9781578377466	Lesson 5.1, page 277	Example 3
			Assessment	9781578377466	Lesson 5.1, page 280	Exercises 20 - 22
(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	9781578377466	Lesson 5.1, page 277	Example 3
			Activity	9781578377466	Lesson 8.3, page 462	Example 4
(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	9781578377466	Lesson 6.1, page 336	Example 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377466	Lesson 6.1, page 337	Exercises 10 - 15
(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	9781578377466	Lesson 5.5, page 294	Example 1
			Activity	9781578377466	Lesson 8.4, page 465	Activity 1
(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	9781578377466	Lesson 4.1, page 185	Example 2
			Activity	9781578377466	Chapter 3 Math Labs, page 164	Activity 1, Step 5
(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	9781578377466	Lesson 3.1, page 137	Example 2
			Assessment	9781578377466	Lesson 3.1, page 139	Exercises 4 - 23

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	(vi) use representations to communicate mathematical ideas	Instruction	9781578377466	Lesson 8.7, page 484	Activity
			Assessment	9781578377466	Chapter 8 Math Applications, page 502	Exercise 9
(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	9781578377466	Lesson 9.4, page 535	Activity 2 and the next paragraph
			Assessment	9781578377466	Lesson 9.4, page 537	Exercises 9 - 12
(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	9781578377466	Lesson 2.2, page 87	Activity and the rest of the page
			Assessment	9781578377466	Lesson 2.2, page 90	Exercises 3 and 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	9781578377466	Lesson 4.1, page 184	Quadrants and Activity 1
			Assessment	9781578377466	Lesson 3.4, page 157	Exercises 1 - 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:	(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	9781578377466	Lesson 6.6, page 364	Example
			Assessment	9781578377466	Lesson 5.5, page 295	Critical Thinking features
(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	9781578377466	Lesson 4.6, page 222	Activity 1
			Assessment	9781578377466	Lesson 4.4, page 211	Exercises 1 and 3
			Assessment	9781578377466	Lesson 4.7, page 228	Critical Thinking
(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	9781578377466	Lesson 7.3, page 399	Activity
			Assessment	9781578377466	Lesson 6.6, page 365	Exercise 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	(v) justify mathematical ideas using precise mathematical language in written or oral communication	Instruction	9781578377466	Lesson 7.5, page 410	Activity
			Activity	9781578377466	Lesson 7.4, page 407	Problem Solving Feature
(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	9781578377466	Lesson 8.3, page 462	Example 4
			Assessment	9781578377466	Chapter 8 Math Applications, page 506	Exercise 17
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(i) determine the domain of a linear function in mathematical problems	Instruction	9781578377466	Lesson 5.1, page 274	Example 2
			Assessment	9781578377466	Lesson 5.1, page 279	Exercises 5, 7, 8, 10

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(ii) determine the range of a linear function in mathematical problems	Instruction	9781578377466	Lesson 5.1, page 274	Example 2
			Assessment	9781578377466	Lesson 5.1, page 279	Exercises 5, 7, 8, 10
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(iii) determine reasonable domain values for real-world situations, both continuous and discrete	Instruction	9781578377466	Lesson 5.5, page 295	Example 2
			Assessment	9781578377466	Chapter 5, Math Applications, page 320	Exercise 6
			Assessment	9781578377466	Chapter 5, Math Applications, page 323	Exercise 12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(iv) determine reasonable range values for real-world situations, both continuous and discrete	Instruction	9781578377466	Lesson 5.5, page 295	Example 2
			Assessment	9781578377466	Chapter 5, Math Applications, page 320	Exercise 6
			Assessment	9781578377466	Chapter 5, Math Applications, page 323	Exercise 12
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(v) represent domain using inequalities;	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	(vi) represent range using inequalities;	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(B) write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points	(i) write linear equations in two variables in various forms, including $y = mx + b$ given one point and the slope	Instruction	9781578377466	Lesson 4.4, page 208	Example 2
			Assessment	9781578377466	Lesson 4.4, page 211	Exercises 13-20
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(B) write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points	(ii) write linear equations in two variables in various forms, including $Ax + By = C$, given two points	Instruction	9781578377466	Lesson 4.3, page 202	Top of Page
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(B) write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points	(iii) write linear equations in two variables in various forms, including $y - y_1 = m(x - x_1)$, given one point and the slope	Instruction	9781578377466	Lesson 4.4, page 208	Top of Page
			(Drop-down menu)			
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(C) write linear equations in two variables given a table of values, a graph, and a verbal description	(i) write linear equations in two variables given a table of values	Instruction	9781578377466	N/A	Not Covered
			Assessment	9781578377466	Chapter 4, Math Applications, pages 257, 260, 265	Exercises 3, 10, 20
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(C) write linear equations in two variables given a table of values, a graph, and a verbal description	(ii) write linear equations in two variables given a graph	Instruction	9781578377466	Lesson 4.4, page 210	Ongoing Assessment
			Assessment	9781578377466	Lesson 4.4, page 212	Exercises 21-26

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(C) write linear equations in two variables given a table of values, a graph, and a verbal description	(iii) write linear equations in two variables given a verbal description	Instruction	9781578377466	Lesson 4.4, page 209	Example 3
			Assessment	9781578377466	Lesson 4.4, page 213	Exercise 27
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(D) write and solve equations involving direct variation	(i) write equations involving direct variation	Instruction	9781578377466	Lesson 5.4, page 290	Example 1
			Assessment	9781578377466	Chapter 5, Math Applications, page 324	Exercise 13
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(D) write and solve equations involving direct variation	(ii) solve equations involving direct variation	Instruction	9781578377466	Lesson 5.4, page 290	Example 2
			Assessment	9781578377466	Lesson 5.4, page 292	Exercises 11-14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(E) write the equation of a line that contains a given point and is parallel to a given line	(i) write the equation of a line that contains a given point and is parallel to a given line	Instruction	9781578377466	Lesson 4.6, page 223	Example 1
			Assessment	9781578377466	Lesson 4.6, page 226	Exercises 12-17
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(F) write the equation of a line that contains a given point and is perpendicular to a given line	(i) write the equation of a line that contains a given point and is perpendicular to a given line;	Instruction	9781578377466	Lesson 4.6, page 225	Example 2
			Assessment	9781578377466	Lesson 4.6, page 226	Exercises 18-23
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(G) write an equation of a line that is parallel or perpendicular to the X or Y axis and determine whether the slope of the line is zero or undefined	(i) write an equation of a line that is parallel or perpendicular to the X or Y axis	Instruction	9781578377466	Lesson 4.5, pages 216, 218	Activity 1, 2
			Assessment	9781578377466	Lesson 4.5, page 220	Exercises 19, 21

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(G) write an equation of a line that is parallel or perpendicular to the X or Y axis and determine whether the slope of the line is zero or undefined	(ii) determine whether the slope of the line is zero or undefined	Instruction	9781578377466	Lesson 4.5, pages 216, 218	Activity 1, 2
			Assessment	9781578377466	Lesson 4.5, page 220	Exercises 19, 21
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(H) write linear inequalities in two variables given a table of values, a graph, and a verbal description	(i) write linear inequalities in two variables given a table of values	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(H) write linear inequalities in two variables given a table of values, a graph, and a verbal description	(ii) write linear inequalities in two variables given a graph	Instruction	9781578377466	Lesson 4.9, pages 242-243	Example 2
			Assessment	9781578377466	Lesson 4.9, page 247	Exercises 4-5

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(H) write linear inequalities in two variables given a table of values, a graph, and a verbal description	(iii) write linear inequalities in two variables given a verbal description	Instruction	9781578377466	Lesson 4.9, page 244	Example 4
			Assessment	9781578377466	Lesson 4.9, page 247	Exercises 18-19
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(I) write systems of two linear equations given a table of values, a graph, and a verbal description	(i) write systems of two linear equations given a table of values	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(I) write systems of two linear equations given a table of values, a graph, and a verbal description	(ii) write systems of two linear equations given a graph	Instruction	9781578377466	Lesson 6.2, page 340	Activity
			Assessment	9781578377466	Lesson 6.2, page 349	Exercises 19-23

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:	(I) write systems of two linear equations given a table of values, a graph, and a verbal description	(iii) write systems of two linear equations given a verbal description	Instruction	9781578377466	Lesson 6.3, page 345	Example
			(Drop-down menu)			
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(i) determine the slope of a line given a table of values	Instruction	9781578377466	Lesson 4.3, page 198	Example 1
			Assessment	9781578377466	Lesson 4.3, page 205	Exercises 11-12
			Activity	9781578377466	Lesson 4.3, page 199	Activity 1
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(ii) determine the slope of a line given a graph	Instruction	9781578377466	Lesson 4.2, page 195	Example 2
			Assessment	9781578377466	Lesson 4.2, page 196	Exercises 14-15

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(iii) determine the slope of a line given two points on the line	Instruction	9781578377466	Lesson 4.2, page 195	Example 2
			Assessment	9781578377466	Lesson 4.2, page 196	Exercise 16
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(iv) determine the slope of a line given an equation written in various forms, including $y = mx + b$	Instruction	9781578377466	Lesson 4.3, page 201	Activity 2, #2
			Assessment	9781578377466	Lesson 4.3, page 205	Exercises 22-24
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(v) determine the slope of a line given an equation written in various forms, including $Ax + By = C$	Instruction	9781578377466	Lesson 4.3, page 202	Example 4
			Assessment	9781578377466	Lesson 4.3, page 205	Exercises 25-30

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	(vi) determine the slope of a line given an equation written in various forms, including $y - y_1 = m(x - x_1)$	Instruction	9781578377466	Lesson 4.4, page 209	Ongoing Assessment
			Assessment	9781578377466	Lesson 4.4, page 211	Exercises 13-20
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(B) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems	(i) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical problems	Instruction	9781578377466	Lesson 4.2, page 194	Example 1
			Assessment	9781578377466	Lesson 4.2, page 196	Exercises 6-13
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(B) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems	(ii) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of real-world problems	Instruction	9781578377466	Lesson 4.2, pages 192-193	Slope Test
			Assessment	9781578377466	Lesson 4.2, page 197	Exercises 17-19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(i) graph linear functions on the coordinate plane in mathematical problems	Instruction	9781578377466	Lesson 4.3, pages 198-199	Example 1
			Assessment	9781578377466	Lesson 4.3, page 205	Exercises 25-30
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(ii) graph linear functions on the coordinate plane in real-world problems	Instruction	9781578377466	Lesson 4.3, pages 202-203	Example 5
			Assessment	9781578377466	Lesson 4.3, page 206	Exercises 31-33
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(iii) identify key features, including x-intercept in mathematical problems	Instruction	9781578377466	Lesson 4.5, page 214	Example 1
			Assessment	9781578377466	Lesson 4.5, page 219	Exercises 4-11

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(iv) identify key features, including x-intercept in real-world problems	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(v) identify key features, including y-intercept in mathematical problems	Instruction	9781578377466	Lesson 4.3, page 201	Activity 2
			Assessment	9781578377466	Lesson 4.3, page 205	Exercise 13
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(vi) identify key features, including y-intercept in real-world problems	Instruction	9781578377466	N/A	Not Covered
			Assessment	9781578377466	Chapter 4, Math Applications, page 264	Exercise 17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems	(vii) identify key features, including zeros in mathematical problems	Instruction	9781578377466	Lesson 4.5, page 214	Example 1
			Assessment	9781578377466	Lesson 4.5, page 219	Exercises 12-15
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems	(viii) identify key features, including zeros in real-world problems	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems	(ix) identify key features, including slope in mathematical problems	Instruction	9781578377466	Lesson 4.5, page 215	Example 3
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(C) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems	(x) identify key features, including slope in real-world problems	Instruction	9781578377466	Lesson 4.5, page 215	Example 2
			Assessment	9781578377466	Lesson 4.5, page 220-221	Exercises 24-29
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(D) graph the solution set of linear inequalities in two variables on the coordinate plane	(i) graph the solution set of linear inequalities in two variables on the coordinate plane	Instruction	9781578377466	Lesson 4.9, page 244	Example 4
			Assessment	9781578377466	Lesson 4.9, page 247	Exercises 6-17
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(E) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(i) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$ for specific values of a	Instruction	9781578377466	Lesson 4.7, page 229	Activity 3
			Assessment	9781578377466	Lesson 4.7, page 231	Exercises 8, 11, 12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(E) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(ii) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $f(x) + d$ for specific values of d	Instruction	9781578377466	Lesson 4.7, page 229	Activity 2
			Assessment	9781578377466	Lesson 4.7, page 231	Exercises 9, 10
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(E) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c , and d	(iii) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $f(x - c)$ for specific values of c	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(E) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(iv) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $f(bx)$ for specific values of b	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(F) graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist	(i) graph systems of two linear equations in two variables on the coordinate plane	Instruction	9781578377466	Lesson 6.1, pages 334-335	Example 1
			Assessment	9781578377466	Lesson 6.1, page 337	Exercises 4-9
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(F) graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist	(ii) determine the solutions if they exist	Instruction	9781578377466	Lesson 6.2, page 341	Example 1
			Assessment	9781578377466	Lesson 6.2, page 343	Exercises 6-17
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(G) estimate graphically the solutions to systems of two linear equations with two variables in real-world problems	(i) estimate graphically the solutions to systems of two linear equations with two variables in real-world problems; and	Instruction	9781578377466	Lesson 6.1, pages 334-335`	Example 1
			Assessment	9781578377466	Lesson 6.1, page 337	Exercises 16-17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:	(H) graph the solution set of systems of two linear inequalities in two variables on the coordinate plane	(i) graph the solution set of systems of two linear inequalities in two variables on the coordinate plane.	Instruction	9781578377466	Lesson 6.6, page 367	Example
			Assessment	9781578377466	Lesson 6.6, page 365	Exercises 3-12
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(A) calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association	(i) calculate, using technology, the correlation coefficient between two quantitative variables	Instruction	9781578377466	Lesson 4.8, pages 237-238	Example 5
			Assessment	9781578377466	Lesson 4.8, page 240	Exercise 6f
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(A) calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association	(ii) interpret this quantity as a measure of the strength of the linear association;	Instruction	9781578377466	Lesson 4.8, pages 237-238	Example 5
			Assessment	9781578377466	Lesson 4.8, page 240	Exercise 6f

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(B) compare and contrast association and causation in real-world problems	(i) compare and contrast association and causation in real-world problems;	Instruction	9781578377466	Chapter 4, Math Labs, pages 249-250	Activity 1
			(Drop-down menu)			
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(C) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems	(i) write, with technology, linear functions that provide a reasonable fit to data to estimate solutions	Instruction	9781578377466	Lesson 4.9, page 234	Activity
			Assessment	9781578377466	Chapter 4, Math Applications, page 258	Exercise 5
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(C) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems	(ii) write, without technology, linear functions that provide a reasonable fit to data to estimate solutions	Instruction	9781578377466	Lesson 4.9, pages 236-237	Example 4
			Assessment	9781578377466	Lesson 4.9, pages 239-240	Exercises 4-6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:	(C) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems	(iii) make predictions for real-world problems.	Instruction	9781578377466	Lesson 4.9, page 236	Example 4
			Assessment	9781578377466	Lesson 4.9, pages 239-240	Exercises 4-6
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(A) solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides	(i) solve linear equations in one variable, including those for which the application of the distributive property is necessary	Instruction	9781578377466	Lesson 2.4, page 101	Activity 1
			Assessment	9781578377466	Lesson 2.4, page 103	Exercises 9, 11, 15, 18, 19
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(A) solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides	(ii) solve linear equations in one variable, including those for which variables are included on both sides;	Instruction	9781578377466	Lesson 2.5, pages 106-107	Example 3
			Assessment	9781578377466	Lesson 2.5, page 108	Exercises 11-24

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(B) solve linear inequalities in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides	(i) solve linear inequalities in one variable, including those for which the application of the distributive property is necessary	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(B) solve linear inequalities in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides	(ii) solve linear inequalities in one variable, including those for which variables are included on both sides;	Instruction	9781578377466	N/A	Not Covered
			Assessment	9781578377466	Lesson 3.3, page 150	Exercise 17
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(C) solve systems of two linear equations with two variables for mathematical and real-world problems	(i) solve systems of two linear equations with two variables for mathematical problems.	Instruction	9781578377466	Lesson 6.4, page 353	Example 3
			Assessment	9781578377466	Lesson 6.4, page 356	Exercises 5-19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:	(C) solve systems of two linear equations with two variables for mathematical and real-world problems	(ii) solve systems of two linear equations with two variables for real-world problems.	Instruction	9781578377466	Lesson 6.5, pages 357-358	Example 1
			Assessment	9781578377466	Chapter 6, Math Applications, pages 372-381	Exercises 1-21
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities	(i) determine the domain of quadratic functions	Instruction	9781578377466	Lesson 8.1, page 449	Example 2
			Assessment	9781578377466	Lesson 8.1, page 453	Exercises 6-16
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities	(ii) determine the range of quadratic functions	Instruction	9781578377466	Lesson 8.1, page 449	Example 2
			Assessment	9781578377466	Lesson 8.1, page 453	Exercises 6-16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities	(iii) represent the domain using inequalities;	Instruction	9781578377466	Lesson 8.1, page 449	Activity 1
			(Drop-down menu)			
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities	(iv) represent the range using inequalities;	Instruction	9781578377466	Lesson 8.1, page 449	Activity 1
			(Drop-down menu)			
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(B) write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form $f(x) = a(x - h)^2 + k)$, and rewrite the equation from vertex form to standard form $f(x) = ax^2 + bx + c)$	(i) write equations of quadratic functions given the vertex and another point on the graph	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(B) write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form $f(x) = a(x - h)^2 + k$, and rewrite the equation from vertex form to standard form $f(x) = ax^2 + bx + c$	(ii) write the equation [of quadratic functions] in vertex form $f(x) = a(x - h)^2 + k$	Instruction	9781578377466	Lesson 8.4, page 467	Top of Page
			Assessment	9781578377466	Lesson 8.4, page 470	Exercises 4-13
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(B) write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form $f(x) = a(x - h)^2 + k$, and rewrite the equation from vertex form to standard form $f(x) = ax^2 + bx + c$	(iii) rewrite the equation [of quadratic functions] from vertex form to standard form $f(x) = ax^2 + bx + c$	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(C) write quadratic functions when given real solutions and graphs of their related equations	(i) write quadratic functions when given real solutions	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:	(C) write quadratic functions when given real solutions and graphs of their related equations	(ii) write quadratic functions when given graphs of their related equations	Instruction	9781578377466	Chapter 8, Math Labs, pages 491-493	Activity 3
			(Drop-down menu)	9781578377466	N/A	Not Covered
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(i) graph quadratic functions on the coordinate plane	Instruction	9781578377466	Lesson 8.1, page 448	Example 1
			Assessment	9781578377466	Lesson 8.1, page 453	Exercises 6-15
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(ii) use the graph to identify key attributes, if possible, including x-intercept	Instruction	9781578377466	Lesson 8.2, page 454	Example 1
			Assessment	9781578377466	Lesson 8.2, page 459	Exercises 6-11

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including *x*-intercept, *y*-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(iii) use the graph to identify key attributes, if possible, including *y*-intercept	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)	9781578377466	N/A	Not Covered
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including *x*-intercept, *y*-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(iv) use the graph to identify key attributes, if possible, including zeros	Instruction	9781578377466	Lesson 8.2, page 455	Example 2
			Assessment	9781578377466	Lesson 8.2, page 459	Exercises 16-21
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including *x*-intercept, *y*-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(v) use the graph to identify key attributes, if possible, including maximum value	Instruction	9781578377466	Lesson 8.1, page 449	Activity 1
			Assessment	9781578377466	Lesson 8.1, page 453	Exercise 16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(vi) use the graph to identify key attributes, if possible, including minimum values	Instruction	9781578377466	Lesson 8.4, page 468	Example 2
			Assessment	9781578377466	Lesson 8.4, page 470	Exercises 4, 6, 8, 10
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(vii) use the graph to identify key attributes, if possible, including vertex	Instruction	9781578377466	Lesson 8.4, page 466	Activity 2
			Assessment	9781578377466	Lesson 8.4, page 470	Exercises 4-13
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry	(viii) use the graph to identify key attributes, if possible, including the equation of the axis of symmetry	Instruction	9781578377466	Lesson 8.2, page 456	Example 3
			Assessment	9781578377466	Lesson 8.2, page 459	Exercises 12-15

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(B) describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions	(i) describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions	Instruction	9781578377466	Lesson 8.3, page 460	Factoring Text
			Assessment	9781578377466	Lesson 8.3, page 463	Exercises 1-5
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(i) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$ for specific values of a	Instruction	9781578377466	Lesson 8.1, page 450	Bottom of Page
			Assessment	9781578377466	Lesson 8.1, page 453	Exercises 6, 9, 10, 11, 13, 14, 15
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(ii) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $f(x) + d$ for specific values of d	Instruction	9781578377466	Lesson 8.1, page 451	Top of Page
			Assessment	9781578377466	Lesson 8.1, page 453	Exercises 7, 10, 12, 13, 14, 15

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(iii) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $f(x - c)$ for specific values of c	Instruction	9781578377466	Lesson 8.1, page 451	Middle of Page
			Assessment	9781578377466	Lesson 8.1, page 453	Exercises 8, 11, 12, 13
(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:	(C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d	(iv) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $f(bx)$ for specific values of b	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula	(i) solve quadratic equations having real solutions by factoring	Instruction	9781578377466	Lesson 8.3, page 460	Example 1
			Assessment	9781578377466	Lesson 8.3, page 463	Exercises 6-17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula	(ii) solve quadratic equations having real solutions by taking square roots	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula	(iii) solve quadratic equations having real solutions by completing the square	Instruction	9781578377466	Lesson 8.4, page 467	Example 1
			Activity	9781578377466	Lesson 8.5, page 475	Exercises 5-16
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula	(iv) solve quadratic equations having real solutions by factoring applying the quadratic formula	Instruction	9781578377466	Lesson 8.6, page 477	Example 1
			Assessment	9781578377466	Lesson 8.6, page 482	Exercises 6-14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(B) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems	(i) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions	Instruction	9781578377466	Chapter 8, Math Labs, pages 489-490	Activity 1
			Assessment	9781578377466	Chapter 8, Math Labs, pages 491-493	Activity 3
(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(B) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems	(ii) write, using technology, quadratic functions that provide a reasonable fit to data to make predictions for real-world problems	Instruction	9781578377466	Chapter 8, Math Labs, pages 494-497	Activity 4
			Assessment	9781578377466	Chapter 8, Math Applications, page 502	Exercise 9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities	(i) determine the domain of exponential functions of the form $f(x) = ab^x$	Instruction	9781578377466	Lesson 9.5, pages 539-540	Example 1
			(Drop-down menu)	9781578377466	N/A	Not Covered
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities	(ii) determine the range of exponential functions of the form $f(x) = ab^x$	Instruction	9781578377466	Lesson 9.5, pages 539-540	Example 1
			(Drop-down menu)	9781578377466	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities	(iii) represent the domain [of exponential functions of the form $f(x) = ab^x$] using inequalities	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(A) determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities	(iv) represent the range [of exponential functions of the form $f(x) = ab^x$] using inequalities	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(B) interpret the meaning of the values of a and b in exponential functions of the form $f(x) = ab^x$ in real-world problems	(i) interpret the meaning of the values of a exponential functions of the form $f(x) = ab^x$ in real-world problems	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(B) interpret the meaning of the values of a and b in exponential functions of the form $f(x) = ab^x$ in real-world problems	(ii) interpret the meaning of the values of b in exponential functions of the form $f(x) = ab^x$ in real-world problems	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(C) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay	(i) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical situations	Instruction	9781578377466	Lesson 9.5, page 542	Example 2
			Assessment	9781578377466	Chapter 9, Math Applications, pages 561-569	Exercises 9, 13
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(C) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay	(ii) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from real-world situations, including growth	Instruction	9781578377466	Lesson 9.5, page 543	Problem-solving Feature
			Assessment	9781578377466	Chapter 9, Math Applications, page 564	Exercise 9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(C) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay	(iii) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from real-world situations, including decay	Instruction	9781578377466	Lesson 9.5, page 542	Example 2
			Assessment	9781578377466	Chapter 9, Math Applications, page 566	Exercise 13
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including y-intercept and asymptote, in mathematical and real-world problems	(i) graph exponential functions that model growth	Instruction	9781578377466	Lesson 9.5, page 539	Top of Page
			Assessment	9781578377466	Lesson 9.5, page 544	Exercise 6, 9, 10, 11, 13, 14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including *y*-intercept and asymptote, in mathematical and real-world problems	(ii) graph exponential functions that model decay	Instruction	9781578377466	Lesson 9.5, page 542	Top of Page
			Assessment	9781578377466	Lesson 9.5, page 544	Exercise 7, 8, 12, 15
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including *y*-intercept and asymptote, in mathematical and real-world problems	(iii) identify key features, including *y*-intercept, in mathematical problems	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including *y*-intercept and asymptote, in mathematical and real-world problems	(iv) identify key features, including *y*-intercept, in real-world problems	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including *y*-intercept and asymptote, in mathematical and real-world problems	(v) identify key features, including asymptote, in mathematical problems	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(D) graph exponential functions that model growth and decay and identify key features, including *y*-intercept and asymptote, in mathematical and real-world problems	(vi) identify key features, including asymptote, in real-world problems	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(E) write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems	(i) write, using technology, exponential functions that provide a reasonable fit to data	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:	(E) write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems	(ii) make predictions for real-world problems	Instruction	9781578377466	N/A	Not Covered
			Assessment	9781578377466	Chapter 9, Math Applications, pages 564-566	Exercises 9, 13
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(A) add and subtract polynomials of degree one and degree two	(i) add polynomials of degree one	Instruction	9781578377466	N/A	Not Covered
			Assessment	9781578377466	Lesson 7.1, page 392	Exercises 12, 15
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(A) add and subtract polynomials of degree one and degree two	(ii) add polynomials of degree two	Instruction	9781578377466	Lesson 7.1, page 389	Activity
			Assessment	9781578377466	Lesson 7.1, page 392	Exercises 13, 14, 16, 17-23

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(A) add and subtract polynomials of degree one and degree two	(iii) subtract polynomials of degree one	Instruction	9781578377466	Lesson 2.5, page 106	Activity
			Assessment	9781578377466	Lesson 7.1, page 393	Exercises 24-25
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(A) add and subtract polynomials of degree one and degree two	(iv) subtract polynomials of degree two	Instruction	9781578377466	Lesson 7.1, page 390	Example 1
			Assessment	9781578377466	Lesson 7.1, page 393	Exercises 26-30
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(B) multiply polynomials of degree one and degree two	(i) multiply polynomials of degree one	Instruction	9781578377466	Lesson 7.4, page 403	Example 1
			Assessment	9781578377466	Lesson 7.4, page 408	Exercises 6-29

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(B) multiply polynomials of degree one and degree two	(ii) multiply polynomials of degree two	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)	9781578377466	N/A	Not Covered
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(C) determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend	(i) determine the quotient of a polynomial of degree one when divided by a polynomial of degree one	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)	9781578377466	N/A	Not Covered
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(C) determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend	(ii) determine the quotient of a polynomial of degree two when divided by a polynomial of degree one	Instruction	9781578377466	Lesson 7.6, page 414	Top of Page
			Assessment	9781578377466	Lesson 7.6, page 419	Exercises 18-35

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(C) determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend	(iii) determine the quotient of a polynomial of degree two when divided by a polynomial of degree two	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(D) rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property	(i) rewrite polynomial expressions of degree one in equivalent forms using the distributive property	Instruction	9781578377466	Lesson 2.4, page 101	Activity 1
			Assessment	9781578377466	Lesson 2.4, page 102	Activity 2
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(D) rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property	(ii) rewrite polynomial expressions of degree two in equivalent forms using the distributive property	Instruction	9781578377466	Lesson 7.4, page 405	Bottom of Page
			Assessment	9781578377466	Lesson 7.4, page 408	Exercises 18-29

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(E) factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two	(i) factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two	Instruction	9781578377466	Lesson 7.7, page 423	Example 3
			Assessment	9781578377466	Lesson 7.7, page 425	Exercises 21-24, 26, 28-29, 32
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(F) decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial	(i) decide if a binomial can be written as the difference of two squares	Instruction	9781578377466	Lesson 7.7, page 420	
			(Drop-down menu)	9781578377466	N/A	Not Covered
(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:	(F) decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial	(ii) if [a binomial can be written as the difference of two squares], use the structure of a difference of two squares to rewrite the binomial	Instruction	9781578377466	Lesson 7.7, page 421	Activity 1
			Assessment	9781578377466	Lesson 7.7, page 425	Exercises 22-23, 25, 27, 30-31
(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:	(A) simplify numerical radical expressions involving square roots	(i) simplify numerical radical expressions involving square roots	Instruction	9781578377466	Lesson 9.2, page 523	Top of Page

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377466	Lesson 9.2, page 525	Exercises 3-18
(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:	(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents	(i) simplify numeric expressions using the laws of exponents, including integral exponents	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)	9781578377466	N/A	Not Covered
(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:	(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents	(ii) simplify numeric expressions using the laws of exponents, including rational exponents	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)	9781578377466	N/A	Not Covered
(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:	(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents	(iii) simplify algebraic expressions using the laws of exponents, including integral exponents	Instruction	9781578377466	Lesson 7.2, pages 394-395	Examples 1-3
			Assessment	9781578377466	Lesson 7.2, page 398	Exercises 3-18

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:	(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents	(iv) simplify algebraic expressions using the laws of exponents, including rational exponents	Instruction	9781578377466	Lesson 7.3, page 400	Examples 1-2
			Assessment	9781578377466	Lesson 7.3, page 401	Exercises 5-10
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(A) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function	(i) decide whether relations represented verbally define a function	Instruction	9781578377466	N/A	Not Covered
			(Drop-down menu)			
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(A) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function	(ii) decide whether relations represented tabularly define a function	Instruction	9781578377466	N/A	Not Covered
			Assessment	9781578377466	Lesson 5.1, page 279	Exercises 7-8
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(A) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function	(iii) decide whether relations represented graphically define a function	Instruction	9781578377466	Lesson 5.1, page 278	Entire page under green heading
			Assessment	9781578377466	Lesson 5.1, page 279	Exercises 9-10

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(A) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function	(iv) decide whether relations represented symbolically define a function	Instruction	9781578377466	Lesson 5.1, page 277	Middle of Page
			Assessment	9781578377466	Lesson 5.1, page 279	Exercises 5-6
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(B) evaluate functions, expressed in function notation, given one or more elements in their domains	(i) evaluate functions, expressed in function notation, given one or more elements in their domains	Instruction	9781578377466	Lesson 5.2, page 282	Example 2
			Assessment	9781578377466	Lesson 5.2, page 283	Exercises 5-6
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(C) identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes	(i) identify terms of arithmetic sequences when the sequences are given in function form using recursive processes	Instruction	9781578377466	Lesson 5.6, page 304	Example 1
			Assessment	9781578377466	Lesson 5.6, page 304	Exercises 4-11
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(C) identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes	(ii) identify terms of geometric sequences when the sequences are given in function form using recursive processes	Instruction	9781578377466	Lesson 9.7, page 552	Example 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377466	Lesson 9.7, page 553	Exercises 3-6
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(D) write a formula for the n^{th} term of arithmetic and geometric sequences, given the value of several of their terms	(i) write a formula for the n^{th} term of arithmetic sequences, given the value of several of their terms	Instruction	9781578377466	Lesson 5.6, page 305	Example 2
			Assessment	9781578377466	Lesson 5.6, page 506	Exercises 8-11
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(D) write a formula for the n^{th} term of arithmetic and geometric sequences, given the value of several of their terms	(ii) write a formula for the n^{th} term of geometric sequences, given the value of several of their terms	Instruction	9781578377466	Lesson 9.7, page 552	Example 1
			Assessment	9781578377466	Lesson 9.7, page 554	Exercises 7-10
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(E) solve mathematic and scientific formulas, and other literal equations, for a specified variable	(i) solve mathematic formulas for a specified variable	Instruction	9781578377466	Lesson 2.3, page 95	Example 4
			Assessment	9781578377466	Lesson 2.4, page 103	Exercises 21-23
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(E) solve mathematic and scientific formulas, and other literal equations, for a specified variable	(ii) solve scientific formulas for a specified variable	Instruction	9781578377466	Lesson 2.1, page 81	Example 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377466	Chapter 2, Math Applications, page 127	Exercise 20
(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:	(E) solve mathematic and scientific formulas, and other literal equations, for a specified variable	(iii) solve other literal equations for a specified variable	Instruction	9781578377466	Lesson 2.4, page 102	Activity 2
			(Drop-down menu)	9781578377466	Lesson 2.4, page 103	Exercise 23d

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

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.39. Algebra I, Adopted 2012 (One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Algebra 1**
Program ISBN	**9781578377730**

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		CH.1, Pg. 3: CH.2, Pg. 77; CH.3, Pg. 135; CH.4, Pg. 181; CH.5, Pg. 273; CH.6, Pg. 333; CH.7, Pg. 387; CH.8, Pg. 447; CH.9, Pg. 515; CH.10, Pg. 575; CH.11, Pg. 619	Chapter Openers and Project Ideas

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		CH.1, Pg. 3: CH.2, Pg. 77; CH.3, Pg. 135; CH.4, Pg. 181; CH.5, Pg. 273; CH.6, Pg. 333; CH.7, Pg. 387; CH.8, Pg. 447; CH.9, Pg. 515; CH.10, Pg. 575; CH.11, Pg. 619	Chapter Openers 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			
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		Problem Solving: Lesson 1.4, Pg. 26; Lesson 2.2, Pg. 89; Lesson 3.4, Pg. 157; Lesson 4.5, Pg. 217; Lesson 6.3, Pg. 348; Lesson 7.4, Pg. 407; Lesson 8.4, Pg. 469; Lesson 9.6, Pg. 543	Problem Solving: Using the Four-Step Plan
					First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences	Think and Discuss

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	(1) internalize new basic 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	(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			

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	(4) internalize new academic 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:	(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			

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			

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			
(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		Lesson 1.1, Pg 4 and then throughout the text as new and frequently used terms are introduced into the lessons	Highlighted words and phrases when being introduced
					First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences	Think and Discuss
					Pgs. 675-688	Glossary/Glosario

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		Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Lab Activities
					Activities: First occurrences: Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences.	Activities 1 and 2
(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			

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		First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	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		Math Applications: CH.1, Pgs. 55-71; CH.2, Pgs. 11-129; CH.3, Pgs. 170-175; CH.4, Pgs. 256-267; CH.5, Pgs. 317-327; CH.6, Pgs. 372-381; CH.7, Pgs. 437-441; CH.8, Pgs. 499-509; CH.9, Pgs. 561-569; CH.10, Pgs. 608-613; CH.11, Pgs. 659-665	Math Applications
					Problem Solving: Lesson 1.4, Pg. 26; Lesson 2.2, Pg. 89; Lesson 3.4, Pg. 157; Lesson 4.5, Pg. 217; Lesson 6.3, Pg. 348; Lesson 7.4, Pg. 407; Lesson 8.4, Pg. 469; Lesson 9.6, Pg. 543	Using the Four-Step Plan

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			

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	(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. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	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			

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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:	(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		Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Lab Activities
					Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences	Activities 1 and 2
(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			

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	(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			
(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			

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	(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: 9-12 S: 9-12		Think and Discuss: First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	Think and Discuss
(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			

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	(2) speak using a variety of sentence lengths 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	(3) speak using a variety of sentence types 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	(4) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: 9-12 S: 9-12		Think and Discuss: First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	Think and Discuss
					Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	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		Think and Discuss: First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	Think and Discuss
(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		Math Applications: CH.1, Pgs. 55-71; CH.2, Pgs. 11-129; CH.3, Pgs. 170-175; CH.4, Pgs. 256-267; CH.5, Pgs. 317-327; CH.6, Pgs. 372-381; CH.7, Pgs. 437-441; CH.8, Pgs. 499-509; CH.9, Pgs. 561-569; CH.10, Pgs. 608-613; CH.11, Pgs. 659-665	Math Applications contain multi-step, word problems
					Pgs. 675-688	Glossary/Glossario

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		Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	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:	(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		First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	Think and Discuss

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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:	(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		Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Lab Activities
					First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences	Think and Discuss
					First occurrences: Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences	Lesson 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:	(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			
(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			

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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			

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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:	(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		CH.1, Pgs. 55-71; CH.2, Pgs. 11-129; CH.3, Pgs. 170-175; CH.4, Pgs. 256-267; CH.5, Pgs. 317-327; CH.6, Pgs. 372-381; CH.7, Pgs. 437-441; CH.8, Pgs. 499-509; CH.9, Pgs. 561-569; CH.10, Pgs. 608-613; CH.11, Pgs. 659-665	Math Applications

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			

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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:	(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		Lesson 1.1, Pg 4 and then throughout the text as new and frequently used terms are introduced into the lessons	Highlighted words and phrases when being introduced

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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:	(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		First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	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:	(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		CH.1, Pgs. 55-71; CH.2, Pgs. 11-129; CH.3, Pgs. 170-175; CH.4, Pgs. 256-267; CH.5, Pgs. 317-327; CH.6, Pgs. 372-381; CH.7, Pgs. 437-441; CH.8, Pgs. 499-509; CH.9, Pgs. 561-569; CH.10, Pgs. 608-613; CH.11, Pgs. 659-665	Math Applications
(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		CH.1, Pg. 3: CH.2, Pg. 77; CH.3, Pg. 135; CH.4, Pg. 181; CH.5, Pg. 273; CH.6, Pg. 333; CH.7, Pg. 387; CH.8, Pg. 447; CH.9, Pg. 515; CH.10, Pg. 575; CH.11, Pg. 619	Chapter Openers: "Why Should I Learn This?"

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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	(1) use visual and contextual support to read grade-appropriate content area text	T: 9-12 S: 9-12		First occurrences: Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences.	Activities 1 and 2
					Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Labs

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					Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Labs

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					Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Labs

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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	(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	T: 9-12 S: 9-12		First occurrences: Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences.	Activities 1 and 2
					Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Labs

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	(6) use support from peers and teachers to read grade-appropriate content area text	T: 9-12 S: 9-12		First occurrences: Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences.	Activities 1 and 2
					Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Labs

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					Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Labs

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					Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Labs

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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		First occurrences: Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences.	Activities 1 and 2
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					CH.1, Pgs. 55-71; CH.2, Pgs. 11-129; CH.3, Pgs. 170-175; CH.4, Pgs. 256-267; CH.5, Pgs. 317-327; CH.6, Pgs. 372-381; CH.7, Pgs. 437-441; CH.8, Pgs. 499-509; CH.9, Pgs. 561-569; CH.10, Pgs. 608-613; CH.11, Pgs. 659-665	Math Applications

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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:	(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	(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			

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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:	(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	(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:	(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			

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	(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			

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	(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			

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	(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			

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

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.39. Algebra I, Adopted 2012 (One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Algebra 1**
Program ISBN	**9781578377730**

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	978-1-57837-749-9	CH.1, Pg. 3: CH.2, Pg. 77; CH.3, Pg. 135; CH.4, Pg. 181; CH.5, Pg. 273; CH.6, Pg. 333; CH.7, Pg. 387; CH.8, Pg. 447; CH.9, Pg. 515; CH.10, Pg. 575; CH.11, Pg. 619	"Why Should I Learn This?" and "Look To Your Future" features

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	978-1-57837-749-9	CH.1, Pg. 3: CH.2, Pg. 77; CH.3, Pg. 135; CH.4, Pg. 181; CH.5, Pg. 273; CH.6, Pg. 333; CH.7, Pg. 387; CH.8, Pg. 447; CH.9, Pg. 515; CH.10, Pg. 575; CH.11, Pg. 619	"Why Should I Learn This?" and "Look To Your Future" features
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	978-1-57837-749-9	First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	Think and Discuss

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:	(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			
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	978-1-57837-749-9	First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	Think and Discuss

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	(1) internalize new basic 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	(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			

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	(4) internalize new academic 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:	(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	978-1-57837-749-9	Lesson 1.6, Pg. 38; Lesson 2.1, Pg. 80; Lesson 7.1, Pg. 389; Lesson 10.4, Pg. 591	Diversity In The Classroom: ESL Students
				978-1-57837-749-9	Lesson 1.7, Pg. 42; Lesson 5.1, Pg. 274; Lesson 6.5, Pg. 258	Diversity in the Classroom: Auditory Learners
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	978-1-57837-749-9	Lesson 1.6, Pg. 38; Lesson 2.1, Pg. 80; Lesson 7.1, Pg. 389; Lesson 10.4, Pg. 591	Diversity In The Classroom: ESL Students

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				978-1-57837-749-9	Lesson 1.7, Pg. 42; Lesson 5.1, Pg. 274; Lesson 6.5, Pg. 258	Diversity in the Classroom: Auditory Learners
				978-1-57837-749-9	Pgs. 675 - 688	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	(2) learn new expressions heard during classroom instruction and interactions	T: 9-12	978-1-57837-749-9	Lesson 1.1, Pg 4 and then throughout the text as new and frequently used terms are introduced into the lessons	Highlighted words and phrases when being introduced
				978-1-57837-749-9	First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	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:	(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	978-1-57837-749-9	Activities: First occurrences: Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences.	Activities 1 and 2
(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	978-1-57837-749-9	Lesson 4.1, Pg. 185; Lesson 4.9, Pg. 242; Lesson 5.7, Pgs. 309, 310; Lesson 6.1, Pg. 335; Lesson 6.4, Pg. 353; Lesson 7.4, Pg. 405; Lesson 7.5, Pg. 410; Lesson 7.6, Pgs. 413, 416; Lesson 11.5, Pg. 646	REACT Strategy: Cooperating
				978-1-57837-749-9	Activities: First occurrences: Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences.	Activities 1 and 2

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	978-1-57837-749-9	First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	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:	(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	978-1-57837-749-9	First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	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	978-1-57837-749-9	Lesson 1.6, Pg. 38; Lesson 2.1, Pg. 80; Lesson 7.1, Pg. 389; Lesson 10.4, Pg. 591	Diversity In The Classroom: ESL Students

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				978-1-57837-749-9	Lesson 2.5, Pg. 106; Lesson 7.4, Pg. 402	REACT Strategy: Relating
				978-1-57837-749-9	Lesson 3.1, Pg. 138; Lesson 7.8, Pg. 428	REACT Strategy: Experiencing
(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	978-1-57837-749-9	Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	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	(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: 9-12	978-1-57837-749-9	Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Lab Activities
				978-1-57837-749-9	Lesson 4.1, Pg. 185; Lesson 4.9, Pg. 242; Lesson 5.7, Pgs. 309, 310; Lesson 6.1, Pg. 335; Lesson 6.4, Pg. 353; Lesson 7.4, Pg. 405; Lesson 7.5, Pg. 410; Lesson 7.6, Pgs. 413, 416; Lesson 11.5, Pg. 646	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:	(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	978-1-57837-749-9	Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	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	978-1-57837-749-9	First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	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	978-1-57837-749-9	First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	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:	(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	978-1-57837-749-9	First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	Think and Discuss
(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	978-1-57837-749-9	First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	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	978-1-57837-749-9	Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	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:	(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	978-1-57837-749-9	Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	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	(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	978-1-57837-749-9	Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	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	978-1-57837-749-9	Think and Discuss: First occurrences: Lesson 1.1. Pg. 7; Lesson 1.2, Pg. 12, Lesson 1.3, Pg. 20; Lesson 1.4, Pg. 27; Lesson 1.6, Pg. 39; Lesson 1.7, Pg. 46; Lesson 1.8, Pg. 50. Also throughout the remaining text, with each individual lesson. Approx. 66 additional occurrences.	Think and Discuss

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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:	(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			

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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:	(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			

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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:	(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			

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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:	(B) recognize directionality of English reading such as left to right and top to bottom	(1) recognize directionality of English reading	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:	(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	978-1-57837-749-9	CH. 5, Math Labs, Pg. 314	Math Lab Activity #1: Price and Size of a Slice of Pizza
				978-1-57837-749-9	Lesson 4.8, Pg. 234	REACT Strategy: Applying
				978-1-57837-749-9	Lesson 2.5, Pg. 106; Lesson 7.4, Pg. 402	REACT Strategy: Relating

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				978-1-57837-749-9	Lesson 4.8, Pg. 234	REACT Strategy: Applying
				978-1-57837-749-9	Lesson 2.5, Pg. 106; Lesson 7.4, Pg. 402	REACT Strategy: Relating
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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:	(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	978-1-57837-749-9	CH.1, Pgs. 55-71; CH.2, Pgs. 11-129; CH.3, Pgs. 170-175; CH.4, Pgs. 256-267; CH.5, Pgs. 317-327; CH.6, Pgs. 372-381; CH.7, Pgs. 437-441; CH.8, Pgs. 499-509; CH.9, Pgs. 561-569; CH.10, Pgs. 608-613; CH.11, Pgs. 659-665	Math Applications

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				978-1-57837-749-9	Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	Math Lab Activities

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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	(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	T: 9-12 S: 9-12	978-1-57837-749-9	First occurrences: Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences.	Activities 1 and 2

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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	(6) use support from peers and teachers to read grade-appropriate content area text	T: 9-12 S: 9-12	978-1-57837-749-9	Lesson 4.1, Pg. 185; Lesson 4.9, Pg. 242; Lesson 5.7, Pgs. 309, 310; Lesson 6.1, Pg. 335; Lesson 6.4, Pg. 353; Lesson 7.4, Pg. 405; Lesson 7.5, Pg. 410; Lesson 7.6, Pgs. 413, 416; Lesson 11.5, Pg. 646	REACT Strategy: Cooperating

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				978-1-57837-749-9	Math Labs: CH.1, Pgs. 52-54; CH.2, Pgs. 115-118; CH.3, Pgs. 164-169; CH.4, Pgs. 249-254; CH.5, Pgs. 314-316; CH.6, Pgs. 367-371; CH.7, Pgs. 431-435; CH.8, Pgs. 489-498; CH.9, Pgs. 555-560; CH.10, Pgs. 605-607; CH.11, Pgs. 655-658	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	(7) use support from peers and teachers to enhance and confirm understanding	T: 9-12 S: 9-12	978-1-57837-749-9	Lesson 4.1, Pg. 185; Lesson 4.9, Pg. 242; Lesson 5.7, Pgs. 309, 310; Lesson 6.1, Pg. 335; Lesson 6.4, Pg. 353; Lesson 7.4, Pg. 405; Lesson 7.5, Pg. 410; Lesson 7.6, Pgs. 413, 416; Lesson 11.5, Pg. 646	REACT Strategy: Cooperating

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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	978-1-57837-749-9	CH.1, Pg. 72; CH.2 Pg. 130; CH. 3, Pg. 176; CH. 4, Pg. 268; CH. 5, Pg. 328; CH. 6, Pg. 382; CH.7, Pg. 442; CH.8, Pg. 510; CH.9, Pg. 570; CH. 10, Pg. 614; CH. 11, Pg. 666	Chapter Review
				978-1-57837-749-9	First occurrences: Lesson 1.1. Pgs. 4, 6; Lesson 1.2, Pg. 19, Lesson 1.3, Pg. 15, 18; Lesson 1.4, Pg. 22; Lesson 1.6, Pg. 35; Lesson 1.7, Pg. 41. Also throughout the remaining text, with each individual lesson. Approx. 72 additional occurrences.	Activities 1 and 2

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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	(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	978-1-57837-749-9	CH.1, Pgs. 55-71; CH.2, Pgs. 11-129; CH.3, Pgs. 170-175; CH.4, Pgs. 256-267; CH.5, Pgs. 317-327; CH.6, Pgs. 372-381; CH.7, Pgs. 437-441; CH.8, Pgs. 499-509; CH.9, Pgs. 561-569; CH.10, Pgs. 608-613; CH.11, Pgs. 659-665	Math Applications
(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	978-1-57837-749-9	CH.1, Pgs. 55-71; CH.2, Pgs. 11-129; CH.3, Pgs. 170-175; CH.4, Pgs. 256-267; CH.5, Pgs. 317-327; CH.6, Pgs. 372-381; CH.7, Pgs. 437-441; CH.8, Pgs. 499-509; CH.9, Pgs. 561-569; CH.10, Pgs. 608-613; CH.11, Pgs. 659-665	Math Applications

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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:	(H) read silently with increasing ease and comprehension for longer periods	(1) read silently with increasing ease 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:	(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			

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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	(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:	(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			

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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:	(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			

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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	(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			