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

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.40. Algebra II, Adopted 2012 (One-Half to One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Algebra 2**
Program ISBN	**9781578377757**

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

(b) Introduction.

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

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

(3) In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

(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
(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	9781578377757	Lesson 5.6, page 229	Example 1
			Assessment	9781578377757	Chapter 3, Math Applications, pages 140-147	Exercises 1-17
(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	9781578377757	Lesson 7.3, page 312	Example 2
			Assessment	9781578377757	Chapter 2, Math Applications, pages 89-95	Exercises 1-17
(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	9781578377757	Lesson 3.2, page 111	Example 2
			Assessment	9781578377757	Chapter 7, Math Applications, pages 334-349	Exercises 1-17

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	9781578377757	Lesson 4.2, page 160	Problem-solving Feature
			Activity	9781578377757	Lesson 8.2, page 356	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	9781578377757	Lesson 2.4, page 78	Problem-solving Feature
			Activity	9781578377757	Lesson 3.2, page 112	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	9781578377757	Chapter 6, Math Labs, page 285	Activity 1
			Activity	9781578377757	Chapter 4, Math Labs, pages 185-186	Activity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(ii) select tools, including manipulatives as appropriate, to solve problems	Instruction	9781578377757	Lesson 4.3, page 163	Activity
			Activity	9781578377757	Chapter 9, Math Labs, page 421	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	9781578377757	Lesson 2.1, page 60	Activity 1
			Activity	9781578377757	Chapter 8, Math Labs, pages 378-379	Activity 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iv) select tools, including technology as appropriate, to solve problems	Instruction	9781578377757	Lesson 1.5, page 31	Activity

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	9781578377757	Chapter 3, Math Labs, pages 134-135	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(v) select techniques, including mental math as appropriate, to solve problems	Instruction	9781578377757	Lesson 5.2, page 206	Activity
			Activity	9781578377757	Chapter 11, Math Labs, pages 540-541	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	(vi) select techniques including estimation as appropriate, to solve problems	Instruction	9781578377757	Chapter 11, Math Labs, pages 540-541	Activity
			Activity	9781578377757	Chapter 5, Math Labs, pages 236-237	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	(vii) select techniques, including number sense as appropriate, to solve problems	Instruction	9781578377757	Lesson 4.4, page 171	Example 2
			Activity	9781578377757	Chapter 3, Math Labs, pages 135-136	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	9781578377757	Lesson 2.5, page 82	Example 2
			Assessment	9781578377757	Lesson 6.1, page 256	Exercises 6-20
(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	(ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate	Instruction	9781578377757	Lesson 6.3, page 265	Example 2
			Activity	9781578377757	Lesson 9.4, page 411	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	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate	Instruction	9781578377757	Lesson 8.1, page 348	Entire Page
			Assessment	9781578377757	Lesson 11.4, pages 530-531	Exercises 6-14
(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	9781578377757	Lesson 6.4, page 270	Example 2
			Activity	9781578377757	Lesson 10.6, page 473	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(v) communicate mathematical reasoning using multiple representations, including symbols as appropriate	Instruction	9781578377757	Lesson 2.5, page 82	Example 2
			Assessment	9781578377757	Lesson 6.1, page 256	Exercises 6-20

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	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate	Instruction	9781578377757	Lesson 6.3, page 265	Example 2
			Activity	9781578377757	Lesson 9.4, page 411	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	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate	Instruction	9781578377757	Lesson 8.1, page 348	Entire Page
			Assessment	9781578377757	Lesson 11.4, page 530-531	Exercises 6-14
(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	9781578377757	Lesson 6.4, page 270	Example 2
			Activity	9781578377757	Lesson 10.6, page 473	Activity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ix) communicate [mathematical ideas'] implications using multiple representations, including symbols as appropriate	Instruction	9781578377757	Lesson 2.5, page 82	Example 2
			Assessment	9781578377757	Lesson 6.1, page 256	Exercises 6-20
(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	(x) communicate [mathematical ideas'] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377757	Lesson 6.3, page 265	Example 2
			Activity	9781578377757	Lesson 9.4, page 411	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	(xi) communicate [mathematical ideas'] implications using multiple representations, including graphs as appropriate	Instruction	9781578377757	Lesson 8.1, page 348	Entire Page
			Assessment	9781578377757	Lesson 11.4, page 530-531	Exercises 6-14

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	9781578377757	Lesson 6.4, page 270	Example 2
			Activity	9781578377757	Lesson 10.6, page 473	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate	Instruction	9781578377757	Lesson 2.5, page 82	Example 2
			Assessment	9781578377757	Lesson 6.1, page 256	Exercises 6-20
(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	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377757	Lesson 6.3, page 265	Example 2
			Activity	9781578377757	Lesson 9.4, page 411	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	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate	Instruction	9781578377757	Lesson 8.1, page 348	Entire Page
			Assessment	9781578377757	Lesson 11.4, page 530-531	Exercises 6-14
(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	9781578377757	Lesson 6.4, page 270	Example 2
			Activity	9781578377757	Lesson 10.6, page 473	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	(i) create representations to organize mathematical ideas	Instruction	9781578377757	Lesson 1.6, page 37	Activity
			Activity	9781578377757	Lesson 10.4, page 458	Example 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(ii) create representations to record mathematical ideas	Instruction	9781578377757	Lesson 7.4, pages 316-317	Example 1
			Activity	9781578377757	Chapter 1, Math Applications, pages 80-87	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	(iii) create representations to communicate mathematical ideas	Instruction	9781578377757	Lesson 4.1, pages 155-156	Example 2
			Activity	9781578377757	Chapter 3, Math Labs, pages 137-139	Activity 3
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iv) use representations to organize mathematical ideas	Instruction	9781578377757	Lesson 1.6, page 37	Activity
			Activity	9781578377757	Lesson 10.4, page 458	Example 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(v) use representations to record mathematical ideas	Instruction	9781578377757	Lesson 7.4, pages 316-317	Example 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	9781578377757	Chapter 1, Math Applications, pages 80-87	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	(vi) use representations to communicate mathematical ideas	Instruction	9781578377757	Lesson 4.1, pages 155-156	Example 2
			Activity	9781578377757	Chapter 3, Math Labs, pages 137-139	Activity 3
(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	9781578377757	Lesson 5.5, page 224	Example 2
			Assessment	9781578377757	Lesson 9.2, page 400	Exercises 1-4
(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	9781578377757	Lesson 7.6, page 328	Example 2
			Assessment	9781578377757	Lesson 9.1, page 395	Exercises 16-23

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:	(G) display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(i) display, explain, or justify mathematical ideas using precise mathematical language in written or oral communication	Instruction	9781578377757	Lesson 8.4, page 365	Activity
			Assessment	9781578377757	Lesson 10.5, page 468	Exercises 1-4
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(ii) display, explain, or justify mathematical arguments using precise mathematical language in written or oral communication	Instruction	9781578377757	Lesson 6.2, page 261	Example 5
			Assessment	9781578377757	Lesson 3.5, page 132	Exercises 1-4
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(i) graph the function $f(x)=\sqrt{x}$, and, when applicable, analyze the key attributes	Instruction	9781578377757	Lesson 3.4, page 120	Square Root Function Box
			Assessment	9781578377757	Chapter 3 Review, page 144	Exercise 10d

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(ii) graph the function $f(x)=1/x$, and, when applicable, analyze the key attributes	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(iii) graph the function $f(x)=x^3$, and, when applicable, analyze the key attributes	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(iv) graph the function $f(x)=\sqrt[3]{x}$, and, when applicable, analyze the key attributes	Instruction	9781578377757	Lesson 3.4, page 120	Cube Root Function Box
			(Drop-down menu)	9781578377757	N/A	Not covered
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(v) graph the function $f(x)=b^x$ and, when applicable, analyze the key attributes	Instruction	9781578377757	Lesson 5.1, page 200	Example 1
			Assessment	9781578377757	Lesson 5.1, page 201	Exercises 5-14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(vi) graph the function $f(x)=\lvert x\rvert$, and, when applicable, analyze the key attributes	Instruction	9781578377757	Lesson 3.4, page 121	Absolute Value Function Box
			Activity	9781578377757	Lesson 3.4, page 122	Example 2
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(vii) graph the function $f(x)=\log_b(x)$ where b is 2, and, when applicable, analyze the key attributes	Instruction	9781578377757	N/A	Not covered
			Assessment	9781578377757	Lesson 5.2, page 210	Exercise 17
			Review	9781578377757	Chapter 5, page 246	Review Examples

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(viii) graph the function $f(x)=\log_b(x)$ where b is 10, and, when applicable, analyze the key attributes	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(ix) graph the function $f(x)=\log_b(x)$ where b is e, and, when applicable, analyze the key attributes	Instruction	9781578377757	Lesson 5.4, page 218	Natural Logairthms text
			Assessment	9781578377757	Lesson 5.4, page 221	Exercises 22-25
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(B) graph and write the inverse of a function using notation such as $f^{-1}(x)$	(i) graph the inverse of a function using notation	Instruction	9781578377757	Lesson 5.4, page 218	Natural Logairthms text
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(B) graph and write the inverse of a function using notation such as $f^{-1}(x)$	(ii) write the inverse of a function using notation	Instruction	9781578377757	Lesson 3.3, page 117	Example 2
			Assessment	9781578377757	Lesson 3.3, page 118	Exercises 13-26
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	(i) describe the relationship between a function and its inverse (quadratic and square root), including the restriction(s) on domain, which will restrict its range	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	(ii) describe the relationship between a function and its inverse (logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	Instruction	9781578377757	Lesson 5.2, page 207	top of the page
			Assessment	9781578377757	Lesson 5.2, page 209	Exercise 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	(iii) analyze the relationship between a function and its inverse (quadratic and square root), including the restriction(s) on domain, which will restrict its range	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	(iv) analyze the relationship between a function and its inverse (logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	Instruction	9781578377757	Lesson 5.2, page 207	Writing Logarithmic Functions text
			Assessment	9781578377757	Lesson 5.2, page 209	Exercise 2
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(D) use the composition of two functions, including the necessary restrictions on the domain, to determine if the functions are inverses of each other	(i) use the composition of two functions, including the necessary restrictions on the domain, to determine if the functions are inverses of each other	Instruction	9781578377757	Lesson 3.1, page 111	Compositions of Functions text
			Assessment	9781578377757	Lesson 3.1, page 114	Exercises 18-22

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(A) formulate systems of equations, including systems consisting of three linear equations in three variables and systems consisting of two equations, the first linear and the second quadratic	(i) formulate systems of equations, including systems consisting of three linear equations in three variables	Instruction	9781578377757	Lesson 8.5, page 372-373	Example 3
			Assessment	9781578377757	Lesson 8.5, page 375	Exercises 17-20
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(A) formulate systems of equations, including systems consisting of three linear equations in three variables and systems consisting of two equations, the first linear and the second quadratic	(ii) formulate systems of equations, including systems consisting of two equations, the first linear and the second quadratic	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(B) solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution	(i) solve systems of three linear equations in three variables by using Gaussian elimination	Instruction	9781578377757	Lesson 8.5, page 372-373	Example 3
			Assessment	9781578377757	Lesson 8.5, page 375	Exercises 11-12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(B) solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution	(ii) solve systems of three linear equations in three variables by using technology with matrices	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(B) solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution	(iii) solve systems of three linear equations in three variables by using substitution	Instruction	9781578377757	Lesson 8.5, pages 371-372	Example 2
			Assessment	9781578377757	Lesson 8.5, page 374	Exercises 9-10
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(C) solve, algebraically, systems of two equations in two variables consisting of a linear equation and a quadratic equation	(i) solve, algebraically, systems of two equations in two variables consisting of a linear equation and a quadratic equation	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(D) determine the reasonableness of solutions to systems of a linear equation and a quadratic equation in two variables	(i) determine the reasonableness of solutions to systems of a linear equation and a quadratic equation in two variables	Instruction	9781578377757	Lesson 8.1, page 346	Activity 1
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(E) formulate systems of at least two linear inequalities in two variables	(i) formulate systems of at least two linear inequalities in two variables	Instruction	9781578377757	Lesson 8.4, page 366	Example 2
			Assessment	9781578377757	Lesson 8.4, pages 368-369	Exercises 13-16
			Activity	9781578377757	Lesson 8.4, page 365	Activity 1
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(F) solve systems of two or more linear inequalities in two variables	(i) solve systems of two or more linear inequalities in two variables	Instruction	9781578377757	Lesson 8.3, page 360	Example
			Assessment	9781578377757	Lesson 8.3, page 362	Exercises 8-13
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(G) determine possible solutions in the solution set of systems of two or more linear inequalities in two variables	(i) determine possible solutions in the solution set of systems of two or more linear inequalities in two variables	Instruction	9781578377757	Lesson 8.4, page 364	Example 1
			Assessment	9781578377757	Lesson 8.4, page 368	Exercises 7-12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) write the quadratic function given three specified points in the plane	(i) write the quadratic function given three specified points in the plane	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening	(i) write the equation of a parabola using given attributes, including vertex	Instruction	9781578377757	Lesson 12.3, page 565	Graphs of Parabolas text
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening	(ii) write the equation of a parabola using given attributes, including focus	Instruction	9781578377757	Lesson 12.3, page 565	Graphs of Parabolas text
			Assessment	9781578377757	Lesson 12.3, page 570	Exercises 14-21
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening	(iii) write the equation of a parabola using given attributes, including directrix	Instruction	9781578377757	Lesson 12.3, page 565	Graphs of Parabolas text

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377757	Lesson 12.3, page 570	Exercises 14-21
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening	(iv) write the equation of a parabola using given attributes, including axis of symmetry	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening	(v) write the equation of a parabola using given attributes, including direction of opening	Instruction	9781578377757	Lesson 12.3, page 565	Graphs of Parabolas text
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(i) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$ for specific positive values of a	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(ii) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$ for specific negative values of a	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(iii) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(x) + d$ for specific positive values of d	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(iv) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(x) + d$ for specific negative values of d	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(v) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(bx)$ for specific positive values of b	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(vi) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(bx)$ for specific negative values of b	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(vii) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(x - c)$ for specific positive values of c	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(viii) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(x - c)$ for specific negative values of c	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(D) transform a quadratic function $f(x) = ax^2 + bx + c$ to the form $f(x) = a(x - h)^2 + k$ to identify the different attributes of $f(x)$	(i) transform a quadratic function $f(x) = ax^2 + bx + c$ to the form $f(x) = a(x - h)^2 + k$ to identify the different attributes of $f(x)$	Instruction	9781578377757	Lesson 12.3, page 568	Example 3
			Assessment	9781578377757	Lesson 12.3, page 570	Exercises 6-13
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(E) formulate quadratic and square root equations using technology given a table of data	(i) formulate quadratic equations using technology given a table of data	Instruction	9781578377757	Chapter 4 Math Labs, pages 185-186	Activity 1
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(E) formulate quadratic and square root equations using technology given a table of data	(ii) formulate square root equations using technology given a table of data	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(F) solve quadratic and square root equations	(i) solve quadratic equations	Instruction	9781578377757	Lesson 4.4, page 169	Example 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377757	Lesson 4.5, page 178	Exercises 14-25
			Activity	9781578377757	Lesson 4.3, page 165	Example 1
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(F) solve quadratic and square root equations	(ii) solve square root equations	Instruction	9781578377757	Lesson 2.4, page 77	Example 2
			Assessment	9781578377757	Lesson 2.4, page 79	Exercises 6-25
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) identify extraneous solutions of square root equations	(i) identify extraneous solutions of square root equations	Instruction	9781578377757	Lesson 2.4, page 77	Example 2
			Assessment	9781578377757	Lesson 2.4, page 79	Exercises 6-25
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(H) solve quadratic inequalities	(i) solve quadratic inequalities	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(i) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is 2 when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(ii) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is 2 when $f(x)$ is replaced by $af(x)$ for specific negative real values of a	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(iii) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is 10 when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(iv) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is 10 when $f(x)$ is replaced by $af(x)$ for specific negative real values of a	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(v) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is e when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(vi) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is e when $f(x)$ is replaced by $af(x)$ for specific negative real values of a	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(vii) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is 2 when $f(x)$ is replaced by $f(x) + d$ for specific positive real values of d	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(viii) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is 2 when $f(x)$ is replaced by $f(x) + d$ for specific negative real values of d	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
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(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(B) formulate exponential and logarithmic equations that model real-world situations, including exponential relationships written in recursive notation	(i) formulate exponential equations that model real-world situations, including exponential relationships written in recursive notation	Instruction	9781578377757	Lesson 5.1, page 202	Example 2
			Assessment	9781578377757	Lesson 5.1, pages 204-205	Exercises 15-20
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(B) formulate exponential and logarithmic equations that model real-world situations, including exponential relationships written in recursive notation	(ii) formulate logarithmic equations that model real-world situations	Instruction	9781578377757	Lesson 5.2, page 207	Example 1
			Assessment	9781578377757	Lesson 5.2, page 211	Exercises 29-30
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(C) rewrite exponential equations as their corresponding logarithmic equations and logarithmic equations as their corresponding exponential equations	(i) rewrite exponential equations as their corresponding logarithmic equations	Instruction	9781578377757	Lesson 5.2, page 207	Top of Page
			(Drop-down menu)	9781578377757	N/A	Not Covered

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(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(C) rewrite exponential equations as their corresponding logarithmic equations and logarithmic equations as their corresponding exponential equations	(ii) rewrite logarithmic equations as their corresponding exponential equations	Instruction	9781578377757	Lesson 5.2, page 207	Top of Page
			(Drop-down menu)	9781578377757	N/A	Not Covered
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(D) solve exponential equations of the form $y = ab^x$ where a is a nonzero real number and b is greater than zero and not equal to one and single logarithmic equations having real solutions	(i) solve exponential equations of the form $y = ab^x$ where a is a nonzero real number and b is greater than zero and not equal to one	Instruction	9781578377757	Lesson 5.5, page 223	Example 1
			Assessment	9781578377757	Lesson 5.5, page 225	Exercises 6-13
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(D) solve exponential equations of the form $y = ab^x$ where a is a nonzero real number and b is greater than zero and not equal to one and single logarithmic equations having real solutions	(ii) solve single logarithmic equations having real solutions	Instruction	9781578377757	Lesson 5.5, page 224	Example 3
			Assessment	9781578377757	Lesson 5.5, page 226	Exercises 18-25

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(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(E) determine the reasonableness of a solution to a logarithmic equation	(i) determine the reasonableness of a solution to a logarithmic equation.	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(i) analyze the effect on the graphs of $f(x) = x^3$ and when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(ii) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $af(x)$ for specific negative real values of a	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(iii) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(bx)$ for specific positive real values of b	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(iv) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(bx)$ for specific negative real values of b	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
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			(Drop-down menu)	9781578377757	N/A	Not Covered

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(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(vi) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(x - c)$ for specific negative real values of c	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(vii) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(x) + d$ for specific positive real values of d	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(viii) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(x) + d$ for specific negative real values of d	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

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			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(x) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$ for specific negative real values of a	Instruction	9781578377757	N/A	Not Covered
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			(Drop-down menu)	9781578377757	N/A	Not Covered

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			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(xiii) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $f(x - c)$ for specific positive real values of c	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(xiv) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $f(x - c)$ for specific negative real values of c	Instruction	9781578377757	N/A	Not Covered
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(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(xv) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $f(x) + d$ for specific positive real values of d	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(xvi) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $f(x) + d$ for specific negative real values of d	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) solve cube root equations that have real roots	(i) solve cube root equations that have real roots	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

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(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(i) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377757	Lesson 3.5, page 130	Example 1b
			Assessment	9781578377757	Lesson 3.5, page 132	Exercises 8, 14, 18
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(ii) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$ for specific negative real values of a	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(iii) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(bx)$ for specific positive real values of b	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

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(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(iv) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(bx)$ for specific negative real values of b	Instruction	9781578377757	N/A	Not Covered
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(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(v) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(x-c)$ for specific positive real values of c	Instruction	9781578377757	Lesson 3.5, page 130	Example 1b
			Assessment	9781578377757	Lesson 3.5, page 132	Exercises 8, 14
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(vi) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(x-c)$ for specific negative real values of c	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 3.5, page 132	Exercises 10, 18

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(vii) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(x) + d$ for specific positive real values of d	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 3.5, page 132	Exercises 10, 14, 18
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(viii) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(x) + d$ for specific negative real values of d	Instruction	9781578377757	Lesson 3.5, page 130	Example 1b
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(D) formulate absolute value linear equations	(i) formulate absolute value linear equations	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Chapter 1, Math Applications, page 51	Exercise 16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(E) solve absolute value linear equations	(i) solve absolute value linear equations	Instruction	9781578377757	Lesson 1.3, pages 17-18	Example 1
			Assessment	9781578377757	Lesson 1.3, page 21	Exercises 6-15
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(F) solve absolute value linear inequalities	(i) solve absolute value linear inequalities	Instruction	9781578377757	Lesson 1.3, page 18	Example 2
			Assessment	9781578377757	Lesson 1.3, page 21	Exercises 16-25
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of $f(x) = 1/x$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(i) analyze the effect on the graphs of $f(x) = 1/x$ when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

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(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(ii) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x)* for specific negative real values of *a*	Instruction	9781578377757	N/A	Not Covered
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(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(iii) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *f(bx)* for specific positive real values of *b*	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(iv) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *f(bx)* for specific negative real values of *b*	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

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(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(v) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *f(x-c)* for specific positive real values of *c*	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(vi) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *f(x-c)* for specific negative real values of *c*	Instruction	9781578377757	N/A	Not Covered
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(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(vii) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *f(x) + d* for specific positive real values of *d*	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(viii) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *f(x) + d* for specific negative real values of *d*	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(H) formulate rational equations that model real-world situations	(i) formulate rational equations that model real-world situations	Instruction	9781578377757	Lesson 7.4, pages 318-319	Example 3
			Assessment	9781578377757	Lesson 7.4, pages 320-321	Exercises 16-19
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(I) solve rational equations that have real solutions	(i) solve rational equations that have real solutions	Instruction	9781578377757	Lesson 7.5, page 323	Example 2
			Assessment	9781578377757	Lesson 7.5, page 325	Exercises 6-19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(J) determine the reasonableness of a solution to a rational equation	(i) determine the reasonableness of a solution to a rational equation	Instruction	9781578377757	Lesson 7.5, page 324	Problem-solving Feature
			Assessment	9781578377757	Lesson 7.5, page 325	Exercises 6-19
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(i) determine the asymptotic restrictions on the domain of a rational function	Instruction	9781578377757	Lesson 7.4, page 317	Bottom of Page
			Assessment	9781578377757	Lesson 7.4, page 320	Exercises 6-15
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(ii) represent domain using interval notation	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(iii) represent domain using inequalities	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(iv) represent domain set notation	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(v) represent range using interval notation	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(vi) represent range using inequalities	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(vii) represent range set notation	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(L) formulate and solve equations involving inverse variation	(i) formulate equations involving inverse variation	Instruction	9781578377757	Lesson 7.6, page 328	Example 2
			Assessment	9781578377757	Lesson 7.6, page 331	Exercises 19-21

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(L) formulate and solve equations involving inverse variation	(ii) solve equations involving inverse variation	Instruction	9781578377757	Lesson 7.6, page 328	Example 2
			Assessment	9781578377757	Lesson 7.6, page 330	Exercises 10-13
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(A) add, subtract, and multiply complex numbers	(i) add complex numbers	Instruction	9781578377757	Lesson 2.5, page 81	Example 1
			Assessment	9781578377757	Lesson 2.5, page 84	Exercises 10, 16
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(A) add, subtract, and multiply complex numbers	(ii) subtract complex numbers	Instruction	9781578377757	Lesson 2.5, page 81	Example 1
			Assessment	9781578377757	Lesson 2.5, page 84	Exercises 7, 9
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(A) add, subtract, and multiply complex numbers	(iii) multiply complex numbers	Instruction	9781578377757	Lesson 2.5, page 82	Example 2
			Assessment	9781578377757	Lesson 2.5, page 84	Exercises 5-16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(B) add, subtract, and multiply polynomials	(i) add polynomials	Instruction	9781578377757	Lesson 6.1, page 253	Example 1
			Assessment	9781578377757	Lesson 6.1, page 256	Exercises 6, 7, 12
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(B) add, subtract, and multiply polynomials	(ii) subtract polynomials	Instruction	9781578377757	Lesson 6.1, page 253	Example 2
			Assessment	9781578377757	Lesson 6.1, page 256	Exercises 8-11
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(B) add, subtract, and multiply polynomials	(iii) multiply polynomials	Instruction	9781578377757	Lesson 6.1, page 254	Example 3
			Assessment	9781578377757	Lesson 6.1, page 256	Exercises 13-20
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two	(i) determine the quotient of a polynomial of degree three when divided by a polynomial of degree one	Instruction	9781578377757	Lesson 6.3, page 265	Example 2
			Assessment	9781578377757	Lesson 6.3, page 267	Exercises 8, 11, 12, 13, 14, 17

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two	(ii) determine the quotient of a polynomial of degree three when divided by a polynomial of degree two	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 6.3, page 267	Exercise 6
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two	(iii) determine the quotient of a polynomial of degree four when divided by a polynomial of degree one	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 6.3, page 267	Exercises 5, 9, 15, 16
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two	(iv) determine the quotient of a polynomial of degree four when divided by a polynomial of degree two	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(D) determine the linear factors of a polynomial function of degree three and of degree four using algebraic methods	(i) determine the linear factors of a polynomial function of degree three using algebraic methods	Instruction	9781578377757	Lesson 6.2, page 258	Example 1
			Assessment	9781578377757	Lesson 6.2, page 262	Exercises 9, 10, 14, 15, 20

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(D) determine the linear factors of a polynomial function of degree three and of degree four using algebraic methods	(ii) determine the linear factors of a polynomial function of degree four using algebraic methods	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 6.2, page 262	Exercise 24, 28, 29
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(i) determine linear factors of a polynomial expression of degree three including factoring the sum of two cubes	Instruction	9781578377757	Lesson 6.2, page 259	Example 2
			Assessment	9781578377757	Lesson 6.2, page 262	Exercise 10
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(ii) determine linear factors of a polynomial expression of degree three including factoring the difference of two cubes	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 6.2, page 262	Exercise 15

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(iii) determine linear factors of a polynomial expression of degree three including factoring by grouping	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 6.2, page 260	Exercise 20
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(iv) determine linear factors of a polynomial expression of degree four, including factoring by grouping	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 6.2, page 262	Exercise 28
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(v) determine quadratic factors of a polynomial expression of degree three including factoring the sum of two cubes	Instruction	9781578377757	Lesson 6.2, page 259	Example 2
			Assessment	9781578377757	Lesson 6.2, page 262	Exercise 10

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(vi) determine quadratic factors of a polynomial expression of degree three including factoring the difference of two cubes	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 6.2, page 262	Exercise 15
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(vii) determine quadratic factors of a polynomial expression of degree three including factoring by grouping	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 6.2, page 260	Exercise 20
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(viii) determine quadratic factors of a polynomial expression of degree four, including factoring by grouping	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 6.2, page 262	Exercise 28

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(i) determine the sum of rational expressions with integral exponents of degree one	Instruction	9781578377757	Lesson 7.2, page 307	Example 1
			Assessment	9781578377757	Lesson 7.2, page 309	Exercise 6, 7, 9, 15
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(ii) determine the sum of rational expressions with integral exponents of degree two	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 7.2, page 309	Exercise 8, 11, 12, 13, 14
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(iii) determine the sum of rational expressions with integral exponents of degree one and degree two	Instruction	9781578377757	Lesson 7.2, page 307	Example 1
			Assessment	9781578377757	Lesson 7.2, page 309	Exercise 6-15
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(iv) determine the difference of rational expressions with integral exponents of degree one	Instruction	9781578377757	Lesson 7.2, page 308	Example 2
			Assessment	9781578377757	Lesson 7.2, page 309	Exercise 16, 17, 18, 22

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(v) determine the difference of rational expressions with integral exponents of degree two	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 7.2, page 309	Exercise 19, 20, 21, 23, 24, 25
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(vi) determine the difference of rational expressions with integral exponents of degree one and of degree two	Instruction	9781578377757	Lesson 7.2, page 308	Example 2
			Assessment	9781578377757	Lesson 7.2, paeg 309	Exercises 16-25
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(vii) determine the product of rational expressions with integral exponents of degree one	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 7.1, page 305	Exercises 12, 13

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(viii) determine the product of rational expressions with integral exponents of degree two	Instruction	9781578377757	Lesson 7.1, page 303	Example 2
			Assessment	9781578377757	Lesson 7.1, page 305	Exercises 14-17
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(ix) determine the product of rational expressions with integral exponents of degree one and of degree two	Instruction	9781578377757	Lesson 7.1, page 303	Example 2
			Assessment	9781578377757	Lesson 7.1, page 305	Exercises 12-17
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(x) determine the quotient of rational expressions with integral exponents of degree one	Instruction	9781578377757	N/A	Not Covered
			Assessment	9781578377757	Lesson 7.1, page 305	Exercises 18-20
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(xi) determine the quotient of rational expressions with integral exponents of degree two	Instruction	9781578377757	Lesson 7.1, page 304	Example 3
			Assessment	9781578377757	Lesson 7.1, page 305	Exercises 21-23

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(xii) determine the quotient of rational expressions with integral exponents of degree one and of degree two	Instruction	9781578377757	Lesson 7.1, page 304	Example 3
			Assessment	9781578377757	Lesson 7.1, page 305	Exercises 18-23
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(G) rewrite radical expressions that contain variables to equivalent forms	(i) rewrite radical expressions that contain variables to equivalent forms	Instruction	9781578377757	Lesson 2.2, page 67	Example 3
			Assessment	9781578377757	Lesson 2.2, page 70	Exercise 27
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(H) solve equations involving rational exponents	(i) solve equations involving rational exponents	Instruction	9781578377757	Lesson 2.4, page 77	Example 2
			Assessment	9781578377757	Lesson 2.4, page 79	Exercises 11-15
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(i) write the domain of a function in interval notation	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(ii) write the domain of a function in inequalities	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(iii) write the domain of a function in interval set notation	Instruction	9781578377757	Lesson 3.1, page 103	Ongoing Assessment
			Assessment	9781578377757	Lesson 3.1, page 106	Exercises 11-15
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(iv) write the range of a function in interval notation	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(v) write the range of a function in inequalities	Instruction	9781578377757	N/A	Not Covered
			(Drop-down menu)	9781578377757	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(vi) write the range of a function in set notation	Instruction	9781578377757	Lesson 3.1, page 103	Ongoing Assessment
			Assessment	9781578377757	Lesson 3.1, page 106	Exercises 11-15
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(A) analyze data to select the appropriate model from among linear, quadratic, and exponential models	(i) analyze data to select the appropriate model from among linear models	Instruction	9781578377757	Lesson 1.6, page 37	Activity
			Assessment	9781578377757	Lesson 1.6, page 40	Exercises 14-16
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(A) analyze data to select the appropriate model from among linear, quadratic, and exponential models	(ii) analyze data to select the appropriate model from among quadratic models	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(A) analyze data to select the appropriate model from among linear, quadratic, and exponential models	(iii) analyze data to select the appropriate model from among exponential models	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(B) use regression methods available through technology to write a linear function, a quadratic function, and an exponential function from a given set of data	(i) use regression methods available through technology to write a linear function from a given set of data	Instruction	9781578377757	Lesson 1.6, page 37	Activity
			Assessment	9781578377757	Lesson 1.6, page 41	Exercise 17
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(B) use regression methods available through technology to write a linear function, a quadratic function, and an exponential function from a given set of data	(ii) use regression methods available through technology to write a quadratic function from a given set of data	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(B) use regression methods available through technology to write a linear function, a quadratic function, and an exponential function from a given set of data	(iii) use regression methods available through technology to write an exponential function from a given set of data	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(i) predict from a given set of data using linear models	Instruction	9781578377757	Lesson 1.6, pages 38-39	Example

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377757	Lesson 1.6, page 41	Exercise 17d
			Assessment	9781578377757	Chapter 1 Math Aps, page 49	Exercise 10d
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(ii) predict from a given set of data using quadratic models	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(iii) predict from a given set of data using exponential models	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(iv) make decisions from a given set of data using linear models	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(v) make decisions from a given set of data using quadratic models	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(vi) make decisions from a given set of data using exponential models	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(v) make critical judgments from a given set of data using linear models	Instruction	9781578377757	N/A	Not covered
			Assessment	9781578377757	Chapter 1 Math Aps, page 53	Exercise 20e
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(vi) make critical judgments from a given set of data using quadratic models	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(vii) make critical judgments from a given set of data using exponential models	Instruction	9781578377757	N/A	Not covered
			(Drop-down menu)	9781578377757	N/A	Not covered

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

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.40. Algebra II, Adopted 2012 (One-Half to One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Algebra 2**
Program ISBN	**9781578377757**

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

(b) Introduction.

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

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

(3) In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

(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
(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	9781578377398	Lesson 5.6, page 229	Example 1
			Assessment	9781578377398	Chapter 3, Math Applications, pages 140-147	Exercises 1-17
(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	9781578377398	Lesson 7.3, page 312	Example 2
			Assessment	9781578377398	Chapter 2, Math Applications, pages 89-95	Exercises 1-17
(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	9781578377398	Lesson 3.2, page 111	Example 2
			Assessment	9781578377398	Chapter 7, Math Applications, pages 334-349	Exercises 1-17

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	9781578377398	Lesson 4.2, page 160	Problem-solving Feature
			Activity	9781578377398	Lesson 8.2, page 356	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	9781578377398	Lesson 2.4, page 78	Problem-solving Feature
			Activity	9781578377398	Lesson 3.2, page 112	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	9781578377398	Chapter 6, Math Labs, page 285	Activity 1
			Activity	9781578377398	Chapter 4, Math Labs, pages 185-186	Activity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(ii) select tools, including manipulatives as appropriate, to solve problems	Instruction	9781578377398	Lesson 4.3, page 163	Activity
			Activity	9781578377398	Chapter 9, Math Labs, page 421	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	9781578377398	Lesson 2.1, page 60	Activity 1
			Activity	9781578377398	Chapter 8, Math Labs, pages 378-379	Activity 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iv) select tools, including technology as appropriate, to solve problems	Instruction	9781578377398	Lesson 1.5, page 31	Activity

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	9781578377398	Chapter 3, Math Labs, pages 134-135	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(v) select techniques, including mental math as appropriate, to solve problems	Instruction	9781578377398	Lesson 5.2, page 206	Activity
			Activity	9781578377398	Chapter 11, Math Labs, pages 540-541	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	(vi) select techniques including estimation as appropriate, to solve problems	Instruction	9781578377398	Chapter 11, Math Labs, pages 540-541	Activity
			Activity	9781578377398	Chapter 5, Math Labs, pages 236-237	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	(vii) select techniques, including number sense as appropriate, to solve problems	Instruction	9781578377398	Lesson 4.4, page 171	Example 2
			Activity	9781578377398	Chapter 3, Math Labs, pages 135-136	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	9781578377398	Lesson 2.5, page 82	Example 2
			Assessment	9781578377398	Lesson 6.1, page 256	Exercises 6-20
(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	(ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate	Instruction	9781578377398	Lesson 6.3, page 265	Example 2
			Activity	9781578377398	Lesson 9.4, page 411	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	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate	Instruction	9781578377398	Lesson 8.1, page 348	Entire Page
			Assessment	9781578377398	Lesson 11.4, pages 530-531	Exercises 6-14
(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	9781578377398	Lesson 6.4, page 270	Example 2
			Activity	9781578377398	Lesson 10.6, page 473	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(v) communicate mathematical reasoning using multiple representations, including symbols as appropriate	Instruction	9781578377398	Lesson 2.5, page 82	Example 2
			Assessment	9781578377398	Lesson 6.1, page 256	Exercises 6-20

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	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate	Instruction	9781578377398	Lesson 6.3, page 265	Example 2
			Activity	9781578377398	Lesson 9.4, page 411	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	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate	Instruction	9781578377398	Lesson 8.1, page 348	Entire Page
			Assessment	9781578377398	Lesson 11.4, page 530-531	Exercises 6-14
(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	9781578377398	Lesson 6.4, page 270	Example 2
			Activity	9781578377398	Lesson 10.6, page 473	Activity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ix) communicate [mathematical ideas'] implications using multiple representations, including symbols as appropriate	Instruction	9781578377398	Lesson 2.5, page 82	Example 2
			Assessment	9781578377398	Lesson 6.1, page 256	Exercises 6-20
(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	(x) communicate [mathematical ideas'] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377398	Lesson 6.3, page 265	Example 2
			Activity	9781578377398	Lesson 9.4, page 411	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	(xi) communicate [mathematical ideas'] implications using multiple representations, including graphs as appropriate	Instruction	9781578377398	Lesson 8.1, page 348	Entire Page
			Assessment	9781578377398	Lesson 11.4, page 530-531	Exercises 6-14

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	9781578377398	Lesson 6.4, page 270	Example 2
			Activity	9781578377398	Lesson 10.6, page 473	Activity 1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate	Instruction	9781578377398	Lesson 2.5, page 82	Example 2
			Assessment	9781578377398	Lesson 6.1, page 256	Exercises 6-20
(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	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate	Instruction	9781578377398	Lesson 6.3, page 265	Example 2
			Activity	9781578377398	Lesson 9.4, page 411	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	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate	Instruction	9781578377398	Lesson 8.1, page 348	Entire Page
			Assessment	9781578377398	Lesson 11.4, page 530-531	Exercises 6-14
(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	9781578377398	Lesson 6.4, page 270	Example 2
			Activity	9781578377398	Lesson 10.6, page 473	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	(i) create representations to organize mathematical ideas	Instruction	9781578377398	Lesson 1.6, page 37	Activity
			Activity	9781578377398	Lesson 10.4, page 458	Example 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(ii) create representations to record mathematical ideas	Instruction	9781578377398	Lesson 7.4, pages 316-317	Example 1
			Activity	9781578377398	Chapter 1, Math Applications, pages 80-87	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	(iii) create representations to communicate mathematical ideas	Instruction	9781578377398	Lesson 4.1, pages 155-156	Example 2
			Activity	9781578377398	Chapter 3, Math Labs, pages 137-139	Activity 3
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iv) use representations to organize mathematical ideas	Instruction	9781578377398	Lesson 1.6, page 37	Activity
			Activity	9781578377398	Lesson 10.4, page 458	Example 2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(v) use representations to record mathematical ideas	Instruction	9781578377398	Lesson 7.4, pages 316-317	Example 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	9781578377398	Chapter 1, Math Applications, pages 80-87	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	(vi) use representations to communicate mathematical ideas	Instruction	9781578377398	Lesson 4.1, pages 155-156	Example 2
			Activity	9781578377398	Chapter 3, Math Labs, pages 137-139	Activity 3
(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	9781578377398	Lesson 5.5, page 224	Example 2
			Assessment	9781578377398	Lesson 9.2, page 400	Exercises 1-4
(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	9781578377398	Lesson 7.6, page 328	Example 2
			Assessment	9781578377398	Lesson 9.1, page 395	Exercises 16-23

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:	(G) display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(i) display, explain, or justify mathematical ideas using precise mathematical language in written or oral communication	Instruction	9781578377398	Lesson 8.4, page 365	Activity
			Assessment	9781578377398	Lesson 10.5, page 468	Exercises 1-4
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(ii) display, explain, or justify mathematical arguments using precise mathematical language in written or oral communication	Instruction	9781578377398	Lesson 6.2, page 261	Example 5
			Assessment	9781578377398	Lesson 3.5, page 132	Exercises 1-4
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(i) graph the function $f(x)=\sqrt{x}$, and, when applicable, analyze the key attributes	Instruction	9781578377398	Lesson 3.4, page 120	Square Root Function Box
			Assessment	9781578377398	Chapter 3 Review, page 144	Exercise 10d

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(ii) graph the function $f(x)=1/x$, and, when applicable, analyze the key attributes	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(iii) graph the function $f(x)=x^3$, and, when applicable, analyze the key attributes	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(iv) graph the function $f(x)=\sqrt[3]{x}$, and, when applicable, analyze the key attributes	Instruction	9781578377398	Lesson 3.4, page 120	Cube Root Function Box
			(Drop-down menu)	9781578377398	N/A	Not Covered
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(v) graph the function $f(x)=b^x$ and, when applicable, analyze the key attributes	Instruction	9781578377398	Lesson 5.1, page 200	Example 1
			Assessment	9781578377398	Lesson 5.1, page 201	Exercises 5-14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(vi) graph the function $f(x)=\lvert x\rvert$, and, when applicable, analyze the key attributes	Instruction	9781578377398	Lesson 3.4, page 121	Absolute Value Function Box
			Activity	9781578377398	Lesson 3.4, page 122	Example 2
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(vii) graph the function $f(x)=\log_b(x)$ where b is 2, and, when applicable, analyze the key attributes	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 5.2, page 210	Exercise 17
			Review	9781578377398	Chapter 5, page 246	Review Examples

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(viii) graph the function $f(x)=\log_b(x)$ where b is 10, and, when applicable, analyze the key attributes	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 5.2, page 210	Exercise 16
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(A) graph the functions $f(x)=\sqrt{x}$, $f(x)=1/x$, $f(x)=x^3$, $f(x)=\sqrt[3]{x}$, $f(x)=b^x$, $f(x)=\lvert x\rvert$, and $f(x)=\log_b(x)$ where b is 2, 10, and e, and, when applicable, analyze the key attributes such as domain, range, intercepts, symmetries, asymptotic behavior, and maximum and minimum given an interval	(ix) graph the function $f(x)=\log_b(x)$ where b is e, and, when applicable, analyze the key attributes	Instruction	9781578377398	Lesson 5.4, page 218	Natural Logairthms text
			Assessment	9781578377398	Lesson 5.4, page 221	Exercises 22-25
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(B) graph and write the inverse of a function using notation such as $f^{-1}(x)$	(i) graph the inverse of a function using notation	Instruction	9781578377398	Lesson 5.4, page 218	Natural Logairthms text
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(B) graph and write the inverse of a function using notation such as $f^{-1}(x)$	(ii) write the inverse of a function using notation	Instruction	9781578377398	Lesson 3.3, page 117	Example 2
			Assessment	9781578377398	Lesson 3.3, page 118	Exercises 13-26
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	(i) describe the relationship between a function and its inverse (quadratic and square root), including the restriction(s) on domain, which will restrict its range	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	(ii) describe the relationship between a function and its inverse (logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	Instruction	9781578377398	Lesson 5.2, page 207	top of the page
			Assessment	9781578377398	Lesson 5.2, page 209	Exercise 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	(iii) analyze the relationship between a function and its inverse (quadratic and square root), including the restriction(s) on domain, which will restrict its range	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(C) describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	(iv) analyze the relationship between a function and its inverse (logarithmic and exponential), including the restriction(s) on domain, which will restrict its range	Instruction	9781578377398	Lesson 5.2, page 207	Writing Logarithmic Functions text
			Assessment	9781578377398	Lesson 5.2, page 209	Exercise 2
(2) Attributes of functions and their inverses. The student applies mathematical processes to understand that functions have distinct key attributes and understand the relationship between a function and its inverse. The student is expected to:	(D) use the composition of two functions, including the necessary restrictions on the domain, to determine if the functions are inverses of each other	(i) use the composition of two functions, including the necessary restrictions on the domain, to determine if the functions are inverses of each other	Instruction	9781578377398	Lesson 3.1, page 111	Compositions of Functions text
			Assessment	9781578377398	Lesson 3.1, page 114	Exercises 18-22

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(A) formulate systems of equations, including systems consisting of three linear equations in three variables and systems consisting of two equations, the first linear and the second quadratic	(i) formulate systems of equations, including systems consisting of three linear equations in three variables	Instruction	9781578377398	Lesson 8.5, page 372-373	Example 3
			Assessment	9781578377398	Lesson 8.5, page 375	Exercises 17-20
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(A) formulate systems of equations, including systems consisting of three linear equations in three variables and systems consisting of two equations, the first linear and the second quadratic	(ii) formulate systems of equations, including systems consisting of two equations, the first linear and the second quadratic	Instruction	9781578377398	Lesson 8.5, page 372	R.E.A.C.T. Strategy
			(Drop-down menu)	9781578377398	N/A	Not Covered
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(B) solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution	(i) solve systems of three linear equations in three variables by using Gaussian elimination	Instruction	9781578377398	Lesson 8.5, page 372-373	Example 3
			Assessment	9781578377398	Lesson 8.5, page 375	Exercises 11-12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(B) solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution	(ii) solve systems of three linear equations in three variables by using technology with matrices	Instruction	9781578377398	Lesson 8.5, page 373	Enriching the Lesson
			(Drop-down menu)	9781578377398	N/A	Not Covered
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(B) solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution	(iii) solve systems of three linear equations in three variables by using substitution	Instruction	9781578377398	Lesson 8.5, pages 371-372	Example 2
			Assessment	9781578377398	Lesson 8.5, page 374	Exercises 9-10
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(C) solve, algebraically, systems of two equations in two variables consisting of a linear equation and a quadratic equation	(i) solve, algebraically, systems of two equations in two variables consisting of a linear equation and a quadratic equation	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(D) determine the reasonableness of solutions to systems of a linear equation and a quadratic equation in two variables	(i) determine the reasonableness of solutions to systems of a linear equation and a quadratic equation in two variables	Instruction	9781578377398	Lesson 8.1, page 346	Activity 1
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(E) formulate systems of at least two linear inequalities in two variables	(i) formulate systems of at least two linear inequalities in two variables	Instruction	9781578377398	Lesson 8.4, page 366	Example 2
			Assessment	9781578377398	Lesson 8.4, pages 368-369	Exercises 13-16
			Activity	9781578377398	Lesson 8.4, page 365	Activity 1
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(F) solve systems of two or more linear inequalities in two variables	(i) solve systems of two or more linear inequalities in two variables	Instruction	9781578377398	Lesson 8.3, page 360	Example
			Assessment	9781578377398	Lesson 8.3, page 362	Exercises 8-13
(3) Systems of equations and inequalities. The student applies mathematical processes to formulate systems of equations and inequalities, use a variety of methods to solve, and analyze reasonableness of solutions. The student is expected to:	(G) determine possible solutions in the solution set of systems of two or more linear inequalities in two variables	(i) determine possible solutions in the solution set of systems of two or more linear inequalities in two variables	Instruction	9781578377398	Lesson 8.4, page 364	Example 1
			Assessment	9781578377398	Lesson 8.4, page 368	Exercises 7-12

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) write the quadratic function given three specified points in the plane	(i) write the quadratic function given three specified points in the plane	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening	(i) write the equation of a parabola using given attributes, including vertex	Instruction	9781578377398	Lesson 12.3, page 565	Graphs of Parabolas text
			Assessment	9781578377398	Lesson 12.3, page 570	Exercises 14 - 17
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening	(ii) write the equation of a parabola using given attributes, including focus	Instruction	9781578377398	Lesson 12.3, page 565	Graphs of Parabolas text
			Assessment	9781578377398	Lesson 12.3, page 570	Exercises 14-21

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening	(iii) write the equation of a parabola using given attributes, including directrix	Instruction	9781578377398	Lesson 12.3, page 565	Graphs of Parabolas text
			Assessment	9781578377398	Lesson 12.3, page 570	Exercises 14-21
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening	(iv) write the equation of a parabola using given attributes, including axis of symmetry	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening	(v) write the equation of a parabola using given attributes, including direction of opening	Instruction	9781578377398	Lesson 12.3, page 565	Graphs of Parabolas text
			(Drop-down menu)	9781578377398	N/A	Not Covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(i) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$ for specific positive values of a	Instruction	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			(Drop-down menu)	9781578377398	N/A	Not Covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(ii) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$ for specific negative values of a	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(iii) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(x) + d$ for specific positive values of d	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(iv) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(x) + d$ for specific negative values of d	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(v) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(bx)$ for specific positive values of b	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(vi) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(bx)$ for specific negative values of b	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(vii) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(x - c)$ for specific positive values of c	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(bx)$, and $f(x - c)$ for specific positive and negative values of a, b, c, and d	(viii) determine the effect on the graph of $f(x) = \sqrt{x}$ when $f(x)$ is replaced by $f(x - c)$ for specific negative values of c	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(D) transform a quadratic function $f(x) = ax^2 + bx + c$ to the form $f(x) = a(x - h)^2 + k$ to identify the different attributes of $f(x)$	(i) transform a quadratic function $f(x) = ax^2 + bx + c$ to the form $f(x) = a(x - h)^2 + k$ to identify the different attributes of $f(x)$	Instruction	9781578377398	Lesson 12.3, page 568	Example 3
			Assessment	9781578377398	Lesson 12.3, page 570	Exercises 6-13
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(E) formulate quadratic and square root equations using technology given a table of data	(i) formulate quadratic equations using technology given a table of data	Instruction	9781578377398	Chapter 4 Math Labs, pages 185-186	Activity 1
			(Drop-down menu)	9781578377398	N/A	Not Covered
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(E) formulate quadratic and square root equations using technology given a table of data	(ii) formulate square root equations using technology given a table of data	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(F) solve quadratic and square root equations	(i) solve quadratic equations	Instruction	9781578377398	Lesson 4.4, page 169	Example 1
			Assessment	9781578377398	Lesson 4.5, page 178	Exercises 14-25
			Activity	9781578377398	Lesson 4.3, page 165	Example 1
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(F) solve quadratic and square root equations	(ii) solve square root equations	Instruction	9781578377398	Lesson 2.4, page 77	Example 2
			Assessment	9781578377398	Lesson 2.4, page 79	Exercises 6-25
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) identify extraneous solutions of square root equations	(i) identify extraneous solutions of square root equations	Instruction	9781578377398	Lesson 2.4, page 77	Example 2
			Assessment	9781578377398	Lesson 2.4, page 79	Exercises 6-25

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Quadratic and square root functions, equations, and inequalities. The student applies mathematical processes to understand that quadratic and square root functions, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(H) solve quadratic inequalities	(i) solve quadratic inequalities	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(i) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is 2 when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(ii) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is 2 when $f(x)$ is replaced by $af(x)$ for specific negative real values of a	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(A) determine the effects on the key attributes on the graphs of $f(x) = b^x$ and $f(x) = \log_b(x)$ where b is 2, 10, and e when $f(x)$ is replaced by $af(x)$, $f(x) + d$, and $f(x - c)$ for specific positive and negative real values of a, c, and d	(iii) determine the effects on the key attributes on the graph of $f(x) = b^x$ where b is 10 when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
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			(Drop-down menu)	9781578377398	N/A	Not Covered
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(B) formulate exponential and logarithmic equations that model real-world situations, including exponential relationships written in recursive notation	(i) formulate exponential equations that model real-world situations, including exponential relationships written in recursive notation	Instruction	9781578377398	Lesson 5.1, page 202	Example 2
			Assessment	9781578377398	Lesson 5.1, pages 204-205	Exercises 15-20
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(B) formulate exponential and logarithmic equations that model real-world situations, including exponential relationships written in recursive notation	(ii) formulate logarithmic equations that model real-world situations	Instruction	9781578377398	Lesson 5.2, page 207	Example 1
			Assessment	9781578377398	Lesson 5.2, page 211	Exercises 29-30

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(C) rewrite exponential equations as their corresponding logarithmic equations and logarithmic equations as their corresponding exponential equations	(i) rewrite exponential equations as their corresponding logarithmic equations	Instruction	9781578377398	Lesson 5.2, page 207	Top of Page
			Assessment	9781578377398	Lesson 5.2, page 207	Ongoing Assessment
			Instruction	9781578377398	Lesson 5.2, page 207	Example 1
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(C) rewrite exponential equations as their corresponding logarithmic equations and logarithmic equations as their corresponding exponential equations	(ii) rewrite logarithmic equations as their corresponding exponential equations	Instruction	9781578377398	Lesson 5.2, page 207	Top of Page
			(Drop-down menu)	9781578377398	N/A	Not Covered
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(D) solve exponential equations of the form $y = ab^x$ where a is a nonzero real number and b is greater than zero and not equal to one and single logarithmic equations having real solutions	(i) solve exponential equations of the form $y = ab^x$ where a is a nonzero real number and b is greater than zero and not equal to one	Instruction	9781578377398	Lesson 5.5, page 223	Example 1
			Assessment	9781578377398	Lesson 5.5, page 225	Exercises 6-13

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(D) solve exponential equations of the form $y = ab^x$ where a is a nonzero real number and b is greater than zero and not equal to one and single logarithmic equations having real solutions	(ii) solve single logarithmic equations having real solutions	Instruction	9781578377398	Lesson 5.5, page 224	Example 3
			Assessment	9781578377398	Lesson 5.5, page 226	Exercises 18-25
(5) Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems. The student is expected to:	(E) determine the reasonableness of a solution to a logarithmic equation	(i) determine the reasonableness of a solution to a logarithmic equation.	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Chapter 5 Math Applications, page 245	Exercise 13
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(i) analyze the effect on the graphs of $f(x) = x^3$ and when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(ii) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $af(x)$ for specific negative real values of a	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(iii) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(bx)$ for specific positive real values of b	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(iv) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(bx)$ for specific negative real values of b	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(v) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(x - c)$ for specific positive real values of c	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(vi) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(x - c)$ for specific negative real values of c	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(vii) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(x) + d$ for specific positive real values of d	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(viii) analyze the effect on the graphs of $f(x) = x^3$ when $f(x)$ is replaced by $f(x) + d$ for specific negative real values of d	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(ix) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ and when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(x) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$ for specific negative real values of a	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(xi) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $f(bx)$ for specific positive real values of b	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(xii) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $f(bx)$ for specific negative real values of b	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(xiii) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $f(x - c)$ for specific positive real values of c	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(xiv) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $f(x - c)$ for specific negative real values of c	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(xv) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $f(x) + d$ for specific positive real values of d	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(A) analyze the effect on the graphs of $f(x) = x^3$ and $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x - c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(xvi) analyze the effect on the graphs of $f(x) = \sqrt[3]{x}$ when $f(x)$ is replaced by $f(x) + d$ for specific negative real values of d	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(B) solve cube root equations that have real roots	(i) solve cube root equations that have real roots	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(i) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$ for specific positive real values of a	Instruction	9781578377398	Lesson 3.5, page 130	Example 1b
			Assessment	9781578377398	Lesson 3.5, page 132	Exercises 8, 14, 18
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(ii) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$ for specific negative real values of a	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(iii) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(bx)$ for specific positive real values of b	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(iv) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(bx)$ for specific negative real values of b	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(v) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(x-c)$ for specific positive real values of c	Instruction	9781578377398	Lesson 3.5, page 130	Example 1b
			Assessment	9781578377398	Lesson 3.5, page 132	Exercises 8, 14

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(vi) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(x-c)$ for specific negative real values of c	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 3.5, page 132	Exercises 10, 18
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(vii) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(x) + d$ for specific positive real values of d	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 3.5, page 132	Exercises 10, 14, 18
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(C) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(viii) analyze the effect on the graphs of $f(x) = \|x\|$ when $f(x)$ is replaced by $f(x) + d$ for specific negative real values of d	Instruction	9781578377398	Lesson 3.5, page 130	Example 1b
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(D) formulate absolute value linear equations	(i) formulate absolute value linear equations	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Chapter 1, Math Applications, page 51	Exercise 16
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(E) solve absolute value linear equations	(i) solve absolute value linear equations	Instruction	9781578377398	Lesson 1.3, pages 17-18	Example 1
			Assessment	9781578377398	Lesson 1.3, page 21	Exercises 6-15
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(F) solve absolute value linear inequalities	(i) solve absolute value linear inequalities	Instruction	9781578377398	Lesson 1.3, page 18	Example 2
			Assessment	9781578377398	Lesson 1.3, page 21	Exercises 16-25

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(i) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x)* for specific positive real values of *a*	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(ii) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x)* for specific negative real values of *a*	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(iii) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *f(bx)* for specific positive real values of *b*	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(iv) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *f(bx)* for specific negative real values of *b*	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(v) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *f(x-c)* for specific positive real values of *c*	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *af(x), f(bx), f(x-c)* , and *f(x) + d* for specific positive and negative real values of *a, b, c* , and *d*	(vi) analyze the effect on the graphs of *f(x) = 1/x* when *f(x)* is replaced by *f(x-c)* for specific negative real values of *c*	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of $f(x) = 1/x$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(vii) analyze the effect on the graphs of $f(x) = 1/x$ when $f(x)$ is replaced by $f(x) + d$ for specific positive real values of d	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(G) analyze the effect on the graphs of $f(x) = 1/x$ when $f(x)$ is replaced by $af(x)$, $f(bx)$, $f(x-c)$, and $f(x) + d$ for specific positive and negative real values of a, b, c, and d	(viii) analyze the effect on the graphs of $f(x) = 1/x$ when $f(x)$ is replaced by $f(x) + d$ for specific negative real values of d	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(H) formulate rational equations that model real-world situations	(i) formulate rational equations that model real-world situations	Instruction	9781578377398	Lesson 7.4, pages 318-319	Example 3
			Assessment	9781578377398	Lesson 7.4, pages 320-321	Exercises 16-19

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(I) solve rational equations that have real solutions	(i) solve rational equations that have real solutions	Instruction	9781578377398	Lesson 7.5, page 323	Example 2
			Assessment	9781578377398	Lesson 7.5, page 325	Exercises 6-19
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(J) determine the reasonableness of a solution to a rational equation	(i) determine the reasonableness of a solution to a rational equation	Instruction	9781578377398	Lesson 7.5, page 324	Problem-solving Feature
			Assessment	9781578377398	Lesson 7.5, page 325	Exercises 6-19
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(i) determine the asymptotic restrictions on the domain of a rational function	Instruction	9781578377398	Lesson 7.4, page 317	Bottom of Page
			Assessment	9781578377398	Lesson 7.4, page 320	Exercises 6-15

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(ii) represent domain using interval notation	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(iii) represent domain using inequalities	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(iv) represent domain set notation	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(v) represent range using interval notation	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(vi) represent range using inequalities	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(K) determine the asymptotic restrictions on the domain of a rational function and represent domain and range using interval notation, inequalities, and set notation	(vii) represent range set notation	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(L) formulate and solve equations involving inverse variation	(i) formulate equations involving inverse variation	Instruction	9781578377398	Lesson 7.6, page 328	Example 2
			Assessment	9781578377398	Lesson 7.6, page 331	Exercises 19-21
(6) Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:	(L) formulate and solve equations involving inverse variation	(ii) solve equations involving inverse variation	Instruction	9781578377398	Lesson 7.6, page 328	Example 2
			Assessment	9781578377398	Lesson 7.6, page 330	Exercises 10-13
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(A) add, subtract, and multiply complex numbers	(i) add complex numbers	Instruction	9781578377398	Lesson 2.5, page 81	Example 1
			Assessment	9781578377398	Lesson 2.5, page 84	Exercises 10, 16
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(A) add, subtract, and multiply complex numbers	(ii) subtract complex numbers	Instruction	9781578377398	Lesson 2.5, page 81	Example 1
			Assessment	9781578377398	Lesson 2.5, page 84	Exercises 7, 9

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(A) add, subtract, and multiply complex numbers	(iii) multiply complex numbers	Instruction	9781578377398	Lesson 2.5, page 82	Example 2
			Assessment	9781578377398	Lesson 2.5, page 84	Exercises 5-16
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(B) add, subtract, and multiply polynomials	(i) add polynomials	Instruction	9781578377398	Lesson 6.1, page 253	Example 1
			Assessment	9781578377398	Lesson 6.1, page 256	Exercises 6, 7, 12
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(B) add, subtract, and multiply polynomials	(ii) subtract polynomials	Instruction	9781578377398	Lesson 6.1, page 253	Example 2
			Assessment	9781578377398	Lesson 6.1, page 256	Exercises 8-11
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(B) add, subtract, and multiply polynomials	(iii) multiply polynomials	Instruction	9781578377398	Lesson 6.1, page 254	Example 3
			Assessment	9781578377398	Lesson 6.1, page 256	Exercises 13-20

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two	(i) determine the quotient of a polynomial of degree three when divided by a polynomial of degree one	Instruction	9781578377398	Lesson 6.3, page 265	Example 2
			Assessment	9781578377398	Lesson 6.3, page 267	Exercises 8, 11, 12, 13, 14, 17
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two	(ii) determine the quotient of a polynomial of degree three when divided by a polynomial of degree two	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 6.3, page 267	Exercise 6
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two	(iii) determine the quotient of a polynomial of degree four when divided by a polynomial of degree one	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 6.3, page 267	Exercises 5, 9, 15, 16
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(C) determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two	(iv) determine the quotient of a polynomial of degree four when divided by a polynomial of degree two	Instruction	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377398	Chapter 6 Math Applications, page 289	Exercise 3b
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(D) determine the linear factors of a polynomial function of degree three and of degree four using algebraic methods	(i) determine the linear factors of a polynomial function of degree three using algebraic methods	Instruction	9781578377398	Lesson 6.2, page 258	Example 1
			Assessment	9781578377398	Lesson 6.2, page 262	Exercises 9, 10, 14, 15, 20
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(D) determine the linear factors of a polynomial function of degree three and of degree four using algebraic methods	(ii) determine the linear factors of a polynomial function of degree four using algebraic methods	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 6.2, page 262	Exercise 24, 28, 29
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(i) determine linear factors of a polynomial expression of degree three including factoring the sum of two cubes	Instruction	9781578377398	Lesson 6.2, page 259	Example 2
			Assessment	9781578377398	Lesson 6.2, page 262	Exercise 10

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(ii) determine linear factors of a polynomial expression of degree three including factoring the difference of two cubes	Instruction	9781578377398	Lesson 6.2, page 259	Special Binomials Box
			Assessment	9781578377398	Lesson 6.2, page 262	Exercise 15
			Assessment	9781578377398	Lesson 6.2, page 259	Ongoing Assessment
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(iii) determine linear factors of a polynomial expression of degree three including factoring by grouping	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 6.2, page 260	Exercise 20
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(iv) determine linear factors of a polynomial expression of degree four, including factoring by grouping	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 6.2, page 262	Exercise 28

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(v) determine quadratic factors of a polynomial expression of degree three including factoring the sum of two cubes	Instruction	9781578377398	Lesson 6.2, page 259	Example 2
			Assessment	9781578377398	Lesson 6.2, page 262	Exercise 10
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(vi) determine quadratic factors of a polynomial expression of degree three including factoring the difference of two cubes	Instruction	9781578377398	Lesson 6.2, page 259	Special Binomials Box
			Assessment	9781578377398	Lesson 6.2, page 262	Exercise 15
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(vii) determine quadratic factors of a polynomial expression of degree three including factoring by grouping	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 6.2, page 260	Exercise 20

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(E) determine linear and quadratic factors of a polynomial expression of degree three and of degree four, including factoring the sum and difference of two cubes and factoring by grouping	(viii) determine quadratic factors of a polynomial expression of degree four, including factoring by grouping	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 6.2, page 262	Exercise 28
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(i) determine the sum of rational expressions with integral exponents of degree one	Instruction	9781578377398	Lesson 7.2, page 307	Example 1
			Assessment	9781578377398	Lesson 7.2, page 309	Exercise 6, 7, 9, 15
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(ii) determine the sum of rational expressions with integral exponents of degree two	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 7.2, page 309	Exercise 8, 11, 12, 13, 14
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(iii) determine the sum of rational expressions with integral exponents of degree one and degree two	Instruction	9781578377398	Lesson 7.2, page 307	Example 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	9781578377398	Lesson 7.2, page 309	Exercise 6-15
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(iv) determine the difference of rational expressions with integral exponents of degree one	Instruction	9781578377398	Lesson 7.2, page 308	Example 2
			Assessment	9781578377398	Lesson 7.2, page 309	Exercise 16, 17, 18, 22
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(v) determine the difference of rational expressions with integral exponents of degree two	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 7.2, page 309	Exercise 19, 20, 21, 23, 24, 25
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(vi) determine the difference of rational expressions with integral exponents of degree one and of degree two	Instruction	9781578377398	Lesson 7.2, page 308	Example 2
			Assessment	9781578377398	Lesson 7.2, paeg 309	Exercises 16-25

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(vii) determine the product of rational expressions with integral exponents of degree one	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 7.1, page 305	Exercises 12, 13
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(viii) determine the product of rational expressions with integral exponents of degree two	Instruction	9781578377398	Lesson 7.1, page 303	Example 2
			Assessment	9781578377398	Lesson 7.1, page 305	Exercises 14-17
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(ix) determine the product of rational expressions with integral exponents of degree one and of degree two	Instruction	9781578377398	Lesson 7.1, page 303	Example 2
			Assessment	9781578377398	Lesson 7.1, page 305	Exercises 12-17
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(x) determine the quotient of rational expressions with integral exponents of degree one	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Lesson 7.1, page 305	Exercises 18-20

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(xi) determine the quotient of rational expressions with integral exponents of degree two	Instruction	9781578377398	Lesson 7.1, page 304	Example 3
			Assessment	9781578377398	Lesson 7.1, page 305	Exercises 21-23
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(F) determine the sum, difference, product, and quotient of rational expressions with integral exponents of degree one and of degree two	(xii) determine the quotient of rational expressions with integral exponents of degree one and of degree two	Instruction	9781578377398	Lesson 7.1, page 304	Example 3
			Assessment	9781578377398	Lesson 7.1, page 305	Exercises 18-23
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(G) rewrite radical expressions that contain variables to equivalent forms	(i) rewrite radical expressions that contain variables to equivalent forms	Instruction	9781578377398	Lesson 2.2, page 67	Example 3
			Assessment	9781578377398	Lesson 2.2, page 70	Exercise 27
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(H) solve equations involving rational exponents	(i) solve equations involving rational exponents	Instruction	9781578377398	Lesson 2.4, page 77	Example 2
			Assessment	9781578377398	Lesson 2.4, page 79	Exercises 11-15

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(i) write the domain of a function in interval notation	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(ii) write the domain of a function in inequalities	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(iii) write the domain of a function in interval set notation	Instruction	9781578377398	Lesson 3.1, page 103	Ongoing Assessment
			Assessment	9781578377398	Lesson 3.1, page 106	Exercises 11-15
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(iv) write the range of a function in interval notation	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(v) write the range of a function in inequalities	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(7) Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:	(I) write the domain and range of a function in interval notation, inequalities, and set notation	(vi) write the range of a function in set notation	Instruction	9781578377398	Lesson 3.1, page 103	Ongoing Assessment
			Assessment	9781578377398	Lesson 3.1, page 106	Exercises 11-15
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(A) analyze data to select the appropriate model from among linear, quadratic, and exponential models	(i) analyze data to select the appropriate model from among linear models	Instruction	9781578377398	Lesson 1.6, page 37	Activity
			Assessment	9781578377398	Lesson 1.6, page 40	Exercises 14-16
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(A) analyze data to select the appropriate model from among linear, quadratic, and exponential models	(ii) analyze data to select the appropriate model from among quadratic models	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(A) analyze data to select the appropriate model from among linear, quadratic, and exponential models	(iii) analyze data to select the appropriate model from among exponential models	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(B) use regression methods available through technology to write a linear function, a quadratic function, and an exponential function from a given set of data	(i) use regression methods available through technology to write a linear function from a given set of data	Instruction	9781578377398	Lesson 1.6, page 37	Activity
			Assessment	9781578377398	Lesson 1.6, page 41	Exercise 17
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(B) use regression methods available through technology to write a linear function, a quadratic function, and an exponential function from a given set of data	(ii) use regression methods available through technology to write a quadratic function from a given set of data	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(B) use regression methods available through technology to write a linear function, a quadratic function, and an exponential function from a given set of data	(iii) use regression methods available through technology to write an exponential function from a given set of data	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(i) predict from a given set of data using linear models	Instruction	9781578377398	Lesson 1.6, pages 38-39	Example
			Assessment	9781578377398	Lesson 1.6, page 41	Exercise 17d
			Assessment	9781578377398	Chapter 1 Math Aps, page 49	Exercise 10d
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(ii) predict from a given set of data using quadratic models	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(iii) predict from a given set of data using exponential models	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(iv) make decisions from a given set of data using linear models	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(v) make decisions from a given set of data using quadratic models	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(vi) make decisions from a given set of data using exponential models	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(v) make critical judgments from a given set of data using linear models	Instruction	9781578377398	N/A	Not Covered
			Assessment	9781578377398	Chapter 1 Math Aps, page 53	Exercise 20e
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(vi) make critical judgments from a given set of data using quadratic models	Instruction	9781578377398	N/A	Not Covered

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			(Drop-down menu)	9781578377398	N/A	Not Covered
(8) Data. The student applies mathematical processes to analyze data, select appropriate models, write corresponding functions, and make predictions. The student is expected to:	(C) predict and make decisions and critical judgments from a given set of data using linear, quadratic, and exponential models	(vii) make critical judgments from a given set of data using exponential models	Instruction	9781578377398	N/A	Not Covered
			(Drop-down menu)	9781578377398	N/A	Not Covered

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

Subject	**Chapter 111. Mathematics**
Subchapter	**Subchapter C. High School**
Course	**§111.40. Algebra II, Adopted 2012 (One-Half to One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Algebra 2**
Program ISBN	**9781578377757**

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. 59; CH.3, Pg. 101; CH.4, Pg. 153; CH.5, Pg. 199; CH.6, Pg. 251; CH.7, Pg. 301; CH.8, Pg. 345; CH.9, Pg. 391; CH.10, Pg. 435; CH.11, Pg. 507; CH. 12, Pg. 555	"Why Should I Learn This?" feature 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. 59; CH.3, Pg. 101; CH.4, Pg. 153; CH.5, Pg. 199; CH.6, Pg. 251; CH.7, Pg. 301; CH.8, Pg. 345; CH.9, Pg. 391; CH.10, Pg. 435; CH.11, Pg. 507; CH. 12, Pg. 555	"Why Should I Learn This?" feature 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		Lesson 1.5, Pg. 26; Lesson 4.2, Pg. 160; Lesson 7.5, Pg. 324; Lesson 9.3, Pg. 406; Lesson 10.3, Pg. 452; Lesson 11.1, Pg. 511	Problem Solving: Using The Four-Step Plan
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA			

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

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

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

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(3) learn basic vocabulary heard during classroom instruction and interactions	T: 9-12 S: 9-12		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
					Pgs. 610-626	Glossary/Glosario
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(4) learn academic vocabulary heard during classroom instruction and interactions	T: 9-12 S: 9-12		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
					Pgs. 610-626	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:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions	T: 9-12			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	T: 9-12 S: 9-12		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
					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	Highlighted words and phrases when being introduced
					Pgs. 610-626	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:	(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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(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			

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(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(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		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: 9-12			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: 9-12 S: 9-12		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(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			

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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:	(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			

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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:	(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		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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			

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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:	(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		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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	(1) speak using grade-level content area vocabulary in context to internalize new English words	T: 9-12 S: 9-12		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

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(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(E) share information in cooperative learning interactions	(1) share information in cooperative learning interactions	T: 9-12 S: 9-12		First occurrences: Lesson 1.1. Pgs. 6; Lesson 1.3, Pg. 19, Lesson 1.4, Pg. 24; Lesson 1.5, Pg. 31; Lesson 1.6, Pg. 37. Also throughout the remaining text, within each chapter. Approx. 36 additional occurrences.	Lesson Activity
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: 9-12 S: 9-12		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(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		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					CH.1, Pgs. 46-53; CH.2, Pgs. 89-95; CH.3, Pgs. 140-147; CH.4, Pgs. 188-193; CH.5, Pgs. 238-244; CH.6, Pgs. 288-297; CH. 7, Pgs. 334-339; CH.8, Pgs. 380-385; CH.9, Pgs. 422-429; CH. 10, Pgs. 496-501; CH.11, Pgs 542-549; CH. 12, Pgs. 598-603	Math Applications
(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			

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

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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			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(3) explain with increasing specificity and detail as more English is acquired	T: 9-12 S: 9-12		CH.1, Pgs. 46-53; CH.2, Pgs. 89-95; CH.3, Pgs. 140-147; CH.4, Pgs. 188-193; CH.5, Pgs. 238-244; CH.6, Pgs. 288-297; CH. 7, Pgs. 334-339; CH.8, Pgs. 380-385; CH.9, Pgs. 422-429; CH. 10, Pgs. 496-501; CH.11, Pgs 542-549; CH. 12, Pgs. 598-603	Math Applications
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

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(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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 1.5, Pg. 26; Lesson 4.2, Pg. 160; Lesson 7.5, Pg. 324; Lesson 9.3, Pg. 406; Lesson 10.3, Pg. 452; Lesson 11.1, Pg. 511	Problem Solving: Using the Four-Step Plan

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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		CH. 3, Pg. 134	Math Lab Activities: Calculating the Value of a Used Car
(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. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
					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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					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	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:	(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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss

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					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(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		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					First occurrences: Lesson 1.1. Pgs. 6; Lesson 1.3, Pg. 19, Lesson 1.4, Pg. 24; Lesson 1.5, Pg. 31; Lesson 1.6, Pg. 37. Also throughout the remaining text, within each chapter. Approx. 36 additional occurrences.	Lesson Activity
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(2) use visual and contextual support to enhance and confirm understanding	T: 9-12 S: 9-12		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
					First occurrences: Lesson 1.1. Pgs. 6; Lesson 1.3, Pg. 19, Lesson 1.4, Pg. 24; Lesson 1.5, Pg. 31; Lesson 1.6, Pg. 37. Also throughout the remaining text, within each chapter. Approx. 36 additional occurrences.	Lesson Activity

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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	T: 9-12 S: 9-12		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
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					First occurrences: Lesson 1.1. Pgs. 6; Lesson 1.3, Pg. 19, Lesson 1.4, Pg. 24; Lesson 1.5, Pg. 31; Lesson 1.6, Pg. 37. Also throughout the remaining text, within each chapter. Approx. 36 additional occurrences.	Lesson Activity
(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		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	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:	(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		CH.1, Pgs. 46-53; CH.2, Pgs. 89-95; CH.3, Pgs. 140-147; CH.4, Pgs. 188-193; CH.5, Pgs. 238-244; CH.6, Pgs. 288-297; CH. 7, Pgs. 334-339; CH.8, Pgs. 380-385; CH.9, Pgs. 422-429; CH. 10, Pgs. 496-501; CH.11, Pgs 542-549; CH. 12, Pgs. 598-603	Math Applications

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					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(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		CH.1, Pgs. 46-53; CH.2, Pgs. 89-95; CH.3, Pgs. 140-147; CH.4, Pgs. 188-193; CH.5, Pgs. 238-244; CH.6, Pgs. 288-297; CH. 7, Pgs. 334-339; CH.8, Pgs. 380-385; CH.9, Pgs. 422-429; CH. 10, Pgs. 496-501; CH.11, Pgs 542-549; CH. 12, Pgs. 598-603	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:	(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:	(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	(3) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	NA			

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

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

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

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	(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	**§111.40. Algebra II, Adopted 2012 (One-Half to One Credit).**
Publisher	**CORD Communications, Inc.**
Program Title	**Algebra 2**
Program ISBN	**9781578377757**

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. 59; CH.3, Pg. 101; CH.4, Pg. 153; CH.5, Pg. 199; CH.6, Pg. 251; CH.7, Pg. 301; CH.8, Pg. 345; CH.9, Pg. 391; CH.10, Pg. 435; CH.11, Pg. 507; CH. 12, Pg. 555	"Why Should I Learn This?" feature and Project Ideas
					First occurrences: Lesson 1.1, Pg. 4; Lesson 1.3, Pg. 17 and throughout the teacher text. Approx. 37 occurrences.	REACT Strategy: Relating

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. 59; CH.3, Pg. 101; CH.4, Pg. 153; CH.5, Pg. 199; CH.6, Pg. 251; CH.7, Pg. 301; CH.8, Pg. 345; CH.9, Pg. 391; CH.10, Pg. 435; CH.11, Pg. 507; CH. 12, Pg. 555	"Why Should I Learn This?" feature and Project Ideas
					First occurrences: Lesson 1.1, Pg. 4; Lesson 1.3, Pg. 17 and throughout the teacher text. Approx. 37 occurrences.	REACT Strategy: Relating
					First occurrences: Lesson 1.1. Pgs. 6; Lesson 1.3, Pg. 19, Lesson 1.4, Pg. 24; Lesson 1.5, Pg. 31; Lesson 1.6, Pg. 37. Also throughout the remaining text, within each chapter. Approx. 36 additional occurrences.	Lesson Activity
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(1) monitor oral language production and employ self-corrective techniques or other resources	T: 9-12		Lesson 2.5, Pg. 81; Lesson 3.2, Pg. 112; Lesson 3.3, Pg. 116; Lesson 10.2, Pg. 44; Lesson 10.5, Pg. 470; Lesson 11.2, Pg. 514	Diversity In The Classroom: English Language Learners

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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			

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:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	(1) speak using learning strategies	T: 9-12 S: 9-12		Lesson 1.5, Pg. 26; Lesson 4.2, Pg. 160; Lesson 7.5, Pg. 324; Lesson 9.3, Pg. 406; Lesson 10.3, Pg. 452; Lesson 11.1, Pg. 511	Problem Solving: Using The Four-Step Plan
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA			
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			

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	(3) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and learn new and essential language in the process	(1) use accessible language and learn new and essential language in the process	T: 9-12		Lesson 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
					Pgs. 610-626	Glossary/Glosario

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					Lesson 1.5, Pg. 26; Lesson 4.2, Pg. 160; Lesson 7.5, Pg. 324; Lesson 9.3, Pg. 406; Lesson 10.3, Pg. 452; Lesson 11.1, Pg. 511	Problem Solving: Using The Four-Step Plan
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(1) demonstrate an increasing ability to distinguish between formal and informal English	NA			
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(2) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA			

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	(1) recognize elements of the English sound system in newly acquired vocabulary	NA			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(1) learn new language structures heard during classroom instruction and interactions	T: 9-12		Lesson 1.1, Pg. 5; Les Pgs. 610-626	REACT Strategy: Cooperating Glossary/Glosario

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
					Pgs. 610-626	Glossary/Glosario
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(3) learn basic vocabulary heard during classroom instruction and interactions	T: 9-12 S: 9-12		Lesson 2.5, Pg. 81; Lesson 3.2, Pg. 112; Lesson 3.3, Pg. 116; Lesson 10.2, Pg. 44; Lesson 10.5, Pg. 470; Lesson 11.2, Pg. 514	Diversity In The Classroom: English Language Learners
					Pgs. 610-626	Glossary/Glosario
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(4) learn academic vocabulary heard during classroom instruction and interactions	T: 9-12 S: 9-12		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
					Pgs. 610-626	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:	(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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					CH.1, Pgs. 46-53; CH.2, Pgs. 89-95; CH.3, Pgs. 140-147; CH.4, Pgs. 188-193; CH.5, Pgs. 238-244; CH.6, Pgs. 288-297; CH. 7, Pgs. 334-339; CH.8, Pgs. 380-385; CH.9, Pgs. 422-429; CH. 10, Pgs. 496-501; CH.11, Pgs 542-549; CH. 12, Pgs. 598-603	Math Applications
(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		CH.1, Pgs. 46-53; CH.2, Pgs. 89-95; CH.3, Pgs. 140-147; CH.4, Pgs. 188-193; CH.5, Pgs. 238-244; CH.6, Pgs. 288-297; CH. 7, Pgs. 334-339; CH.8, Pgs. 380-385; CH.9, Pgs. 422-429; CH. 10, Pgs. 496-501; CH.11, Pgs 542-549; CH. 12, Pgs. 598-603	Math Applications
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	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		Lesson 1.1, Pg. 5; Lesson 1.2, Pg. 11; Lesson 1.5, Pg. 33; Lesson 2.4, Pg. 77; Lesson 3.2, Pg. 109; Lesson 4.1, Pg. 4.1; Lesson 4.4, Pg. 170; Lesson 6.2, Pg. 259; Lesson 6.5, Pg. 275; Lesson 8.1, Pg. 347; Lesson 8.4, Pg. 364; Lesson 9.1, Pg. 392; Lesson 10.5, Pg. 465; Lesson 10.8, Pg. 482; Lesson 11.1, Pg. 508; Lesson 12.1, Pg. 557; Lesson 12.5, Pg. 580; Lesson 12.7, Pg. 591	REACT Strategy: Cooperating
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

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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		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(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		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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			

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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:	(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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

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(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(E) share information in cooperative learning interactions	(1) share information in cooperative learning interactions	T: 9-12 S: 9-12		Lesson 1.1, Pg. 5; Lesson 1.2, Pg. 11; Lesson 1.5, Pg. 33; Lesson 2.4, Pg. 77; Lesson 3.2, Pg. 109; Lesson 4.1, Pg. 4.1; Lesson 4.4, Pg. 170; Lesson 6.2, Pg. 259; Lesson 6.5, Pg. 275; Lesson 8.1, Pg. 347; Lesson 8.4, Pg. 364; Lesson 9.1, Pg. 392; Lesson 10.5, Pg. 465; Lesson 10.8, Pg. 482; Lesson 11.1, Pg. 508; Lesson 12.1, Pg. 557; Lesson 12.5, Pg. 580; Lesson 12.7, Pg. 591	REACT Strategy: Cooperating

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
					First occurrences: Lesson 1.1. Pgs. 6; Lesson 1.3, Pg. 19, Lesson 1.4, Pg. 24; Lesson 1.5, Pg. 31; Lesson 1.6, Pg. 37. Also throughout the remaining text, within each chapter. Approx. 36 additional occurrences.	Lesson Activity

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: 9-12 S: 9-12		Lesson 1.1, Pg. 5; Lesson 1.2, Pg. 11; Lesson 1.5, Pg. 33; Lesson 2.4, Pg. 77; Lesson 3.2, Pg. 109; Lesson 4.1, Pg. 4.1; Lesson 4.4, Pg. 170; Lesson 6.2, Pg. 259; Lesson 6.5, Pg. 275; Lesson 8.1, Pg. 347; Lesson 8.4, Pg. 364; Lesson 9.1, Pg. 392; Lesson 10.5, Pg. 465; Lesson 10.8, Pg. 482; Lesson 11.1, Pg. 508; Lesson 12.1, Pg. 557; Lesson 12.5, Pg. 580; Lesson 12.7, Pg. 591	REACT Strategy: Cooperating
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					First occurrences: Lesson 1.1. Pgs. 6; Lesson 1.3, Pg. 19, Lesson 1.4, Pg. 24; Lesson 1.5, Pg. 31; Lesson 1.6, Pg. 37. Also throughout the remaining text, within each chapter. Approx. 36 additional occurrences.	Lesson Activity
(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			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(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		Lesson 1.1, Pg. 5; Lesson 1.2, Pg. 11; Lesson 1.5, Pg. 33; Lesson 2.4, Pg. 77; Lesson 3.2, Pg. 109; Lesson 4.1, Pg. 4.1; Lesson 4.4, Pg. 170; Lesson 6.2, Pg. 259; Lesson 6.5, Pg. 275; Lesson 8.1, Pg. 347; Lesson 8.4, Pg. 364; Lesson 9.1, Pg. 392; Lesson 10.5, Pg. 465; Lesson 10.8, Pg. 482; Lesson 11.1, Pg. 508; Lesson 12.1, Pg. 557; Lesson 12.5, Pg. 580; Lesson 12.7, Pg. 591	REACT Strategy: Cooperating

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 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:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(1) narrate with increasing specificity and detail as more English is acquired	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(2) describe with increasing specificity and detail as more English is acquired	NA			
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(3) explain with increasing specificity and detail as more English is acquired	T: 9-12 S: 9-12		Lesson 1.1, Pg. 5; Lesson 1.2, Pg. 11; Lesson 1.5, Pg. 33; Lesson 2.4, Pg. 77; Lesson 3.2, Pg. 109; Lesson 4.1, Pg. 4.1; Lesson 4.4, Pg. 170; Lesson 6.2, Pg. 259; Lesson 6.5, Pg. 275; Lesson 8.1, Pg. 347; Lesson 8.4, Pg. 364; Lesson 9.1, Pg. 392; Lesson 10.5, Pg. 465; Lesson 10.8, Pg. 482; Lesson 11.1, Pg. 508; Lesson 12.1, Pg. 557; Lesson 12.5, Pg. 580; Lesson 12.7, Pg. 591	REACT Strategy: Cooperating

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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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			

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

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(B) recognize directionality of English reading such as left to right and top to bottom	(1) recognize directionality of English reading	NA			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(1) develop basic sight vocabulary used routinely in written classroom materials	T: 9-12 S: 9-12		Lesson 1.5, Pg. 26; Lesson 4.2, Pg. 160; Lesson 7.5, Pg. 324; Lesson 9.3, Pg. 406; Lesson 10.3, Pg. 452; Lesson 11.1, Pg. 511	Problem Solving: Using the Four-Step Plan
					Lesson 2.5, Pg. 81; Lesson 3.2, Pg. 112; Lesson 3.3, Pg. 116; Lesson 10.2, Pg. 44; Lesson 10.5, Pg. 470; Lesson 11.2, Pg. 514	Diversity In The Classroom: English Language Learners

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(2) derive meaning of environmental print	T: 9-12 S: 9-12		CH. 3, Pg. 134	Math Lab Activities: Calculating the Value of a Used Car
(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. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
					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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					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	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:	(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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
					Lesson 2.5, Pg. 81; Lesson 3.2, Pg. 112; Lesson 3.3, Pg. 116; Lesson 10.2, Pg. 44; Lesson 10.5, Pg. 470; Lesson 11.2, Pg. 514	Diversity In The Classroom: English Language Learners

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	(1) use prereading supports to enhance comprehension of written text	T: 9-12 S: 9-12		CH.1, Pg. 3: CH.2, Pg. 59; CH.3, Pg. 101; CH.4, Pg. 153; CH.5, Pg. 199; CH.6, Pg. 251; CH.7, Pg. 301; CH.8, Pg. 345; CH.9, Pg. 391; CH.10, Pg. 435; CH.11, Pg. 507; CH. 12, Pg. 555	"Why Should I Learn This?" feature and Project Ideas
					First occurrences: Lesson 1.1, Pg. 4; Lesson 1.3, Pg. 17 and throughout the teacher text. Approx. 37 occurrences.	REACT Strategy: Relating
(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		First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					Lesson 1.5, Pg. 26; Lesson 4.2, Pg. 160; Lesson 7.5, Pg. 324; Lesson 9.3, Pg. 406; Lesson 10.3, Pg. 452; Lesson 11.1, Pg. 511	Problem Solving: Using The Four-Step Plan
					Lesson 2.5, Pg. 81; Lesson 3.2, Pg. 112; Lesson 3.3, Pg. 116; Lesson 10.2, Pg. 44; Lesson 10.5, Pg. 470; Lesson 11.2, Pg. 514	Diversity In The Classroom: English Language Learners
(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, Pg. 4; Lesson 1.3, Pg. 17 and throughout the teacher text. Approx. 37 occurrences.	REACT Strategy: Relating
					Lesson 2.5, Pg. 81; Lesson 3.2, Pg. 112; Lesson 3.3, Pg. 116; Lesson 10.2, Pg. 44; Lesson 10.5, Pg. 470; Lesson 11.2, Pg. 514	Diversity In The Classroom: English Language Learners

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					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
					First occurrences: Lesson 1.1. Pgs. 6; Lesson 1.3, Pg. 19, Lesson 1.4, Pg. 24; Lesson 1.5, Pg. 31; Lesson 1.6, Pg. 37. Also throughout the remaining text, within each chapter. Approx. 36 additional occurrences.	Lesson Activity

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: 9-12 S: 9-12		CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
					First occurrences: Lesson 1.1. Pgs. 6; Lesson 1.3, Pg. 19, Lesson 1.4, Pg. 24; Lesson 1.5, Pg. 31; Lesson 1.6, Pg. 37. Also throughout the remaining text, within each chapter. Approx. 36 additional occurrences.	Lesson Activity

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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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, Pg. 4; Lesson 1.3, Pg. 17 and throughout the teacher text. Approx. 37 occurrences.	REACT Strategy: Relating

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
					First occurrences: Lesson 1.1. Pgs. 6; Lesson 1.3, Pg. 19, Lesson 1.4, Pg. 24; Lesson 1.5, Pg. 31; Lesson 1.6, Pg. 37. Also throughout the remaining text, within each chapter. Approx. 36 additional occurrences.	Lesson Activity

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					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

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					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

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					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities

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					CH.1, Pgs. 43-47; CH.2, Pgs. 86-88; CH.3, Pgs. 134-139; CH.4, Pgs. 185-187; CH.5, Pgs. 234-236; CH.6, Pgs. 285-286; CH.7, Pgs. 332-333, CH.8, Pgs. 377-379; CH.9, Pgs. 420-421; CH.10, Pgs. 492-495; CH.11, Pgs. 538-541; CH. 12, Pgs. 596-603	Math Lab Activities
					First occurrences: Lesson 1.1, Pg. 4; Lesson 1.3, Pg. 17 and throughout the teacher text. Approx. 37 occurrences.	REACT Strategy: Relating

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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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		CH.1, Pgs. 46-53; CH.2, Pgs. 89-95; CH.3, Pgs. 140-147; CH.4, Pgs. 188-193; CH.5, Pgs. 238-244; CH.6, Pgs. 288-297; CH. 7, Pgs. 334-339; CH.8, Pgs. 380-385; CH.9, Pgs. 422-429; CH. 10, Pgs. 496-501; CH.11, Pgs 542-549; CH. 12, Pgs. 598-603	Math Applications

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
					First occurrences: Lesson 1.1. Pg. 8; Lesson 1.2, Pg. 14, Lesson 1.3, Pg. 21; Lesson 1.4, Pg. 27; Lesson 1.5, Pg. 34; Lesson 1.6, Pg. 39. Also throughout the remaining text, with each individual lesson. Approx. 64 additional occurrences.	Think and Discuss
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(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		CH.1, Pgs. 46-53; CH.2, Pgs. 89-95; CH.3, Pgs. 140-147; CH.4, Pgs. 188-193; CH.5, Pgs. 238-244; CH.6, Pgs. 288-297; CH. 7, Pgs. 334-339; CH.8, Pgs. 380-385; CH.9, Pgs. 422-429; CH. 10, Pgs. 496-501; CH.11, Pgs 542-549; CH. 12, Pgs. 598-603	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:	(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		CH.1, Pgs. 46-53; CH.2, Pgs. 89-95; CH.3, Pgs. 140-147; CH.4, Pgs. 188-193; CH.5, Pgs. 238-244; CH.6, Pgs. 288-297; CH. 7, Pgs. 334-339; CH.8, Pgs. 380-385; CH.9, Pgs. 422-429; CH. 10, Pgs. 496-501; CH.11, Pgs 542-549; CH. 12, Pgs. 598-603	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	(1) spell familiar English words with increasing accuracy	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	(2) employ English spelling pattern with increasing accuracy as more English is acquired	NA			

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

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

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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			

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