		CORRELATIO								
	FLOI	RIDA DEPARTMENT O	DF EDUCATION							
	INSTRU	JCTIONAL MATERIAL	S CORRELATION							
		COURSE STAND	ARDS							
SUBJECT:	Mathematics									
GRADE LEVEL:	9-12									
COURSE TITLE:	Algebra 1									
COURSE CODE:	1200310									
SUBMISSION IIILE:										
TITLE ID:	9/815/83/4251									
PUBLISHER:	Cord Communications						-			
PUBLISHER ID:	4-2646794-01									
							e Member	Evaluation	<u>n</u>	
BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADRESSED IN MAJOR TOOL	I/M*	Thoroughly	- High	Adequately	Minimally	Not At All	
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 5, 6, 9	I						
LA.910.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;		Math Labs at the end of each chapter as well as the Math Applications sections in each chapter allow for students to be exposed to conceptually challenging text	1						
			New vocabulary words are highlighted in yellow							
LA.910.1.6.5	The student will relate new vocabulary to familiar words;		throughout the text, for example pages 4, 5, 6, 7, 8	I					l	
LA.910.3.1.3	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		Math Labs at the end of each chapter allow for students to develop an organizational plan. They are encouraged to use spreadsheets and other forms of charts and tables to record information.	1						
MA.912.A.1.8	Use the zero product property of real numbers in a variety of contexts to identify solutions to equations.	Moderate	Lessons 11.3, 11.4, 11.5	1						
MA.912.A.2.3	Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.	Moderate	Lessons 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	1						
MA.912.A.2.4	Determine the domain and range of a relation.	Moderate	Lesson 5.1	1						
MA 912 A 2 13	Solve real-world problems involving relations and functions	High	Lessons 51 52 53 54 55 56 np 315-227					\square		
MA.912.A.2.15		Ingn	Lessons 5.1, 5.2, 5.3, 5.4, 5.5, 5.0, pp. 515-527	1						
MA.912.A.3.1	Solve linear equations in one variable that include simplifying algebraic expressions.	Moderate	Lessons 3.1, 3.2, 3.3, 3.4, 3.5	I						
MA.912.A.3.2	Identify and apply the distributive, associative, and commutative properties of real numbers and the properties of equality.	Moderate	Lessons 3.1, 3.3, 3.4	1						
MA.912.A.3.3	Solve literal equations for a specified variable.	Moderate	Lesson 3.4	1				┟───┤		
MA.912.A.3.4	Solve and graph simple and compound inequalities in one variable and be able to justify each step in a solution.	Moderate	Lessons 9.1, 9.2, 9.3, 9.4, 9.5	I						
MA.912.A.3.5	Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.	Moderate	Lessons 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, pp. 181-192, 9.1, 9.2, 9.3, 9.4, 9.5, pp. 544-553	I						

MA 012 A 2 7	Powrite equations of a line into along interpent form and standard form	Low	Loopon 4.4						
MA.912.A.3.7	Rewrite equations of a line line sope-intercept form and standard form.	LOW	Lesson 4.4	1	-				
	Graph a line given any of the following information: a table of values, the x- and								
	y-intercepts, two points, the slope and a point, the equation of the line in slope-								
MA.912.A.3.8	intercept form, standard form, or point-slope form.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7	1					
					1				
	Determine the element intervent of a line since its much its								
	Determine the slope, x-intercept, and y-intercept of a line given its graph, its								
MA.912.A.3.9	equation, or two points on the line.	Moderate	Lessons 4.3, 4.4, 4.5	I					
	Write an equation of a line given any of the following information: two points on								
	the line its slope and one point on the line or its graph. Also, find an equation of								
	a new line nevellel to a siver line, or never and invite to a siver line, through a								
	a new line parallel to a given line, or perpendicular to a given line, through a								
MA.912.A.3.10	given point on the new line.	Moderate	Lessons 4.4, 4.5, 4.6, 4.7	I					
	Write an equation of a line that models a data set, and use the equation or the								
	graph to make predictions. Describe the slope of the line in terms of the data								
MA 012 A 2 11	graph to make productions. Decomposite slope of the intermediate data,	High	Loopono 4.2, 4.2, 4.4, 4.5, 7.2						
WA.912.A.3.11		High	Lessons 4.2, 4.3, 4.4, 4.3, 7.3	1					
					1		1		
	Graph a linear equation or inequality in two variables with and without graphing				1		1		
MA.912.A.3.12	technology. Write an equation or inequality represented by a given graph	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7, 9.6	h	1		1		
	interesting of the an equation of mequality reproducted by a given graph.			ľ –	1	1	1		
	the second to encode the scholes of the first of the				+		 		
	Use a graph to approximate the solution of a system of linear equations or				1		1		
MA.912.A.3.13	inequalities in two variables with and without technology.	Moderate	Lessons 8.1, 9.7	1					
		·			1		1		-
	Solve systems of linear equations and inequalities in two and three variables				1		1		
MA 012 A 2 14	using graphical substitution, and elimination methods	Modoroto	L 000000 9 1 9 2 9 2 9 4 9 5 0 7						
MA.912.A.3.14	using graphical, substitution, and elimination methods.	Moderale	LESSONS 0.1, 0.2, 0.3, 0.4, 0.3, 9.7	1	-				
	Solve real-world problems involving systems of linear equations and inequalities								
MA.912.A.3.15	in two and three variables.	High	Lessons 8.1, 8.2, 8.3, 8.4, 8.5, pp. 480-489, 9.7	I					
	Simplify monomials and monomial expressions using the laws of integral								
NA 040 A 44	ompiny monomials and monomial expressions using the laws of integral	1	1 40.0, 40.0						
MA.912.A.4.1	exponents.	Low	Lessons 10.2, 10.3	I					
MA.912.A.4.2	Add, subtract, and multiply polynomials.	Low	Lessons 10.1, 10.4, 10.6	I					
MA 912 A 4 3	Factor polynomial expressions	Moderate	Lessons 10.5, 10.6, 10.7	1					
					1				
	Divide a share with her and a share har with a size of the second state of the second				-		-		
	Divide polynomials by monomials and polynomials with various techniques,								
MA.912.A.4.4	including synthetic division.	Moderate	Lessons 10.2, 10.5, 10.6, 10.7	I					
MA.912.A.5.1	Simplify algebraic ratios.	Moderate	Lessons 12.2. 12.3. 12.4	1	1	1			
					1				
MA 012 A E 4	Salva algebraia propertiona	Low	Longon 12 F	t.	1	ł	ł		
IVIA.912.A.3.4	Solve algebraic proportions.	LOW		ľ — —	ł	l	ļ		
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MA.912.A.6.1	Simplify radical expressions	Moderate	Lesson 13.3	I					
					1				
				1	1	1			
MA 912 A 6 2	Add subtract multiply and divide radical expressions (square roots and bighor)	Moderate	Lesson 13.3	h	1		1		
1011 1.0 12.7.0.2	and unite radioal expressions (square roots and ingrief).	modelate		ľ	<u> </u>				
				L	ļ	L			
MA.912.A.7.1	Graph quadratic equations with and without graphing technology.	Moderate	Lessons 11.1, 11.2	μ	1	L			
					1				
	Solve guadratic equations over the real numbers by factoring and by using the								
MA 912 A 7 2	quadratic formula	Moderate	Lessons 11 3 11 4 11 5 11 6	h	1		1		
				ť – – –	1	ł	ł		
				ł	+				
					1		1		
MA.912.A.7.8	Use quadratic equations to solve real-world problems.	Moderate	Lessons 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, pp. 663-673	1					
			1	İ	1	İ	1		
MA 912 A 7 10	Lice graphing technology to find approximate solutions of guadratic asystics	Low	Lossons 11 1 11 2	h	1		1		
IVIA.912.A.7.10	Use graphing technology to find approximate solutions of quadratic equations.	LUW			+				
				L	1	L			
	Use a variety of problem-solving strategies, such as drawing a diagram, making				1		1		
	a chart, guessing- and-checking, solving a simpler problem, writing an equation.		pages 29, 151, 233, 309, 338, 424, 460, 533, 575. 643.		1		1		
MA 912 A 10 1	working backwards, and creating a table	High	759	h	1		1		
				ť – – –	1	ł	ł		
			1		1	1	1		

MA.912.A.10.2	Decide whether a solution is reasonable in the context of the original situation.	Moderate	Each exercise set as well as the Math Applications sections at the end of each chapter encourage students to check whether their solutions are reasonable, for example pages 61-77, 127-133, 181-191, 256-265, 315-327, 376-383, 431-439, 480-489, 544-553, 611-615, 663-673, 708-713, 767-777	1			
MA.912.A.10.3	Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).	High	not explicitly covered				
MA.912.D.7.1	Perform set operations such as union and intersection, complement, and cross product.	Low	Lesson 9.4	1			
MA.912.D.7.2	Use Venn diagrams to explore relationships and patterns and to make arguments about relationships between sets.	Moderate	Lesson 9.4	1			
MA.912.G.1.4	Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7	1			

				Committee Member Evaluat					
				(Com	mittee Me	mber Use	Only)		
	OVERALL INSTRUCTIONAL QUALITY		IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL. The Examples can be from Student or Teacher Instructional Material.	Strongly Agree	Agree	Disagree	Strongly Disagree		
The major tool introduces and b mathematical idea is important a mathematics concepts in depth. factual knowledge. Overall, there	uilds mathematical concepts as a coherent whole. It provides opportunities to students t ind in which contexts that mathematical idea can be useful. In other words, the major to Additionally, students are given opportunities to connect conceptual knowledge with pro e is an appropriate balance of skill development and conceptual understanding.	to explore why a bol helps students learn the ocedural knowledge and	With each chapter, a Math Applications section is included. This section applies the content learned in the chapter to General Occupations, Agriculture and Agribusiness, Business and Marketing, Family and Consumer Science, Health Occupations, and Industrial Technology. These sections are on pages 61-77, 127- 133, 181-191, 256-265, 315-327, 376-383, 431-439, 480- 489, 544-553, 611-615, 663-673, 708-713, 767-777						
Tasks are engaging and interest	ing enough that students want to pursue them. Real world problems are realistic and re	elevant to students' lives.	Besides the Math Applications sections listed above, each chapter includes a section of Math Labs. Each Math Lab poses a Problem Statement that is applicable to many industries.						
Problem solving is encouraged b solutions.	by the tasks presented to students. Tasks require students to make decisions, determine	ne strategies, and justify	Specific problem-solving strategies are presented to students in a reoccuring feature. Pages include 29, 151, 233, 309, 338, 424, 460, 533, 575, 643, 759						
Tasks engage students in comminformation. Tasks encourage co	unicating mathematical ideas by writing, explaining, drawing, using symbols, talking, lis Illaboration, discussion, individual accountability, and positive interdependence.	stening, and reading for	Each lesson's exercises include a section of Think and Discuss questions. Students are encourage to work together on Math Labs in each chapter and use discussions to faciliate the end result of the Math Lab						
Students are given opportunities Tasks promote use of multiple re	to create and use representations to organize, record, and communicate their thinking. presentations and translations among them. Students use a variety of tools to understa	I. and a single concept.	Many of the student book examples include a hands-on activity for students to complete. Some examples of this are on pages 108, 238, 418.						
The mathematics connects to ot and building upon each other.	her disciplines such as reading, art, science, and history. Tasks represent mathematica	al ideas as interconnected	Exercises in each lesson include topics from a variety of industries and disciplines.						
Tasks require students to make mathematical statements. Stude methods.	conjectures, justify their thinking, defend their responses by using mathematical arguments are encouraged to invent and justify solution methods. Students analyze correct and	ents, and prove d incorrect solution	Students are asked Critical Thinking questions throughout the lessons in the student text. They are asked to justify solution methods as part of traditional lessons such as solving equations.						

		CORRELATIO	DN									
	FLOF	RIDA DEPARTMENT O	DF EDUCATION									
	INSTRU	JCTIONAL MATERIAL	S CORRELATION									
		COURSE STAND	ARDS									
SUBJECT:	Mathematics											
GRADE LEVEL:	9-12											
COURSE TITLE:	Algebra 1a											
COURSE CODE:	1200370											
SUBMISSION TITLE:	Algebra 1, Volume 1											
TITLE ID:	9781578374316	3374316										
PUBLISHER:	Cord Communications											
PUBLISHER ID:	74-2646794-01	46794-01										
						Committee	e Member	Evaluation	n			
		1	*I/M = INDEPTH OR MEN	NTIONED	((Committe	e Membe	r Use Only	/)			
BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADRESSED IN MAJOR TOOL	I/M*	Thoroughly	Al Hghly	Adequately	Minimally	Not At All			
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 5, 6, 9	I								
LA.910.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;		Math Labs at the end of each chapter as well as the Math Applications sections in each chapter allow for students to be exposed to conceptually challenging text	1								
LA.910.1.6.3	The student will use context clues to determine meanings of unfamiliar words;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 5, 6, 7, 8	1								
LA.910.1.6.5	The student will relate new vocabulary to familiar words:		Math Labs at the end of each chapter allow for students to develop an organizational plan. They are encouraged to use spreadsheets and other forms of charts and tables to record information.	1								
	······											
MA.912.A.1.1	Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers).	Low	Lessons 1.1, 1.3, 1.7, 12.1, 13.3	I								
MA 012 A 1 2	Compare real number expressions	Modorato	Lossons 1.1.1.3									
MA.912.A.1.2		Moderate		1								
MA.912.A.1.3	Simplify real number expressions using the laws of exponents.	Low	Lessons 10.2,10.3	I								
MA.912.A.1.4	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers) using multi-step and real-world problems.	Moderate	Lessons 1.3, 1.4, 1.5, 1.6, 1.7, 10.2, 10.3, 13.3	1								
						1						
MA.912.A.1.5	Use dimensional (unit) analysis to perform conversions between units of measure, including rates.	Moderate	Lessons 2.1, 2.2	1								
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7, 5.4, 7.2, 7.3	I								
MA 912 A 2 2	Interpret a graph representing a real-world situation	Moderate	Lessons 4 3 4 4 4 5 4 6 4 7 5 4 7 2 7 3	1								
MA.912.A.2.3	Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.	Moderate	Lessons 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	1								
MA.912.A.2.4	Determine the domain and range of a relation.	Moderate	Lesson 5.1	I								

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MA.912.A.2.13	Solve real-world problems involving relations and functions.	High	Lessons 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, pages 315-327	I				
								
MA 912 A 3 1	solve linear equations in one variable that include simplifying algebraic	Moderate	Lessons 31 32 33 34 35					
		incoordio		•				
MA.912.A.3.2	Identify and apply the distributive, associative, and commutative properties of real numbers and the properties of equality.	Moderate	Lessons 3.1, 3.3, 3.4	I				
MA.912.A.3.3	Solve literal equations for a specified variable.	Moderate	Lesson 3.4	1				
	Solve and graph simple and compound inequalities in one variable and be able							
MA.912.A.3.4	to justify each step in a solution.	Moderate	Lessons 9.1, 9.2, 9.3, 9.4, 9.5	I				
	Symbolically represent and solve multi-step and real-world applications that		Lessons 31 32 33 34 35 36 91 92 93 94 95					
MA.912.A.3.5	involve linear equations and inequalities.	Moderate	pages 181-192, 544-553	I				ļ
MA 012 A 3 7	Powrite equations of a line into slope, intercent form and standard form	Low	Losson 4.4	1				<u> </u>
MA.912.A.3.7		LOW	Lesson 4.4	1				
MA 012 A 3.8	Graph a line given any of the following information: a table of values, the x- and y-intercepts, two points, the slope and a point, the equation of the line in slope- intercent form standard form or point-slope form	Moderate	Lessons 4 3 4 4 4 5 4 6 4 7					
1011012.11.0.0		Moderate		1				
	Determine the slope, x-intercept, and y-intercept of a line given its graph, its							
MA.912.A.3.9	equation, or two points on the line.	Moderate	Lessons 4.3, 4.4, 4.5	I				'
	Write an equation of a line given any of the following information: two points on							
MA.912.A.3.10	the line, its slope and one point on the line, or its graph. Also, find an equation of a new line parallel to a given line, or perpendicular to a given line, through a given point on the new line.	Moderate	Lessons 4.4, 4.5, 4.6, 4.7	1				
MA 912 A 3 11	Write an equation of a line that models a data set, and use the equation of the graph to make predictions. Describe the slope of the line in terms of the data, recognizing that the slope is the rate of change.	Hiah	l essons 4 2 4 3 4 4 4 5 7 3	1				
MA.912.A.3.12	Graph a linear equation or inequality in two variables with and without graphing technology. Write an equation or inequality represented by a given graph.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7, 9.6	1				
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.	High	pages 29, 151, 233, 309, 338, 424, 460, 533, 575, 643, 759	I				
MA.912.A.10.2	Decide whether a solution is reasonable in the context of the original situation.	Moderate	Each exercise set as well as the Math Applications sections at the end of each chapter encourage students to check whether their solutions are reasonable, for example pages 61-77, 127-133, 181-191, 256-265, 315- 327, 376-383, 431-439, 480-489, 544-553, 611-615, 663- 673, 708-713, 767-777	1				
MA.912.A.10.3	Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).	High	not explicitly covered					
	Perform set operations such as union and intersection, complement, and cross							
MA.912.D.7.1	product.	Low	Lesson 9.4	I				ļ
	I las Vans discusso to avalare valationaliza and a structure and to wat							
MA.912.D.7.2	arguments about relationships between sets.	Moderate	Lesson 9.4	I				
	Line coordinate geometry to find alonge percelled lines, percendicular lines and							l
MA.912.G.1.4	equations of lines.	Moderate	Lessons 4.3, 4.4, 4.5, 4.6, 4.7	I				<u> </u>
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		Comr	nber Eval	luation	
		Committee Member Evalua (Committee Member Use C			e Only)
	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL. The Examples can be from Student or	trongly Agree	gree	isagree	trongly Disagree
OVERALL INSTRUCTIONAL QUALITY	leacher Instructional Material.	Ś	A		Ś
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn t mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.	With each chapter, a Math Applications section is included. This section applies the content learned in the chapter to General Occupations, Agriculture and Agribusiness, Business and Marketing, Family and Consumer Science, Health Occupations, and Industrial Technology. These sections are on pages 61-77, 127- 133, 181-191, 256-265, 315-327, 376-383, 431-439, 480- 489, 544-553, 611-615, 663-673, 708-713, 767-777				
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives	Besides the Math Applications sections listed above, each chapter includes a section of Math Labs. Each Math Lab poses a Problem Statement that is applicable to many industries.				
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.	Specific problem-solving strategies are presented to students in a reoccuring feature. Pages include 29, 151, 233, 309, 338, 424, 460, 533, 575, 643, 759				
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.	Discuss questions. Students are encourage to work together on Math Labs in each chapter and use discussions to faciliate the end result of the Math Lab				
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.	Many of the student book examples include a hands-on activity for students to complete. Some examples of this are on pages 108, 238, 418.				
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnecte and building upon each other.	 Exercises in each lesson include topics from a variety of industries and disciplines. 				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.	Students are asked Critical Thinking questions throughout the lessons in the student text. They are asked to justify solution methods as part of traditional lessons such as solving equations.				

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	FLO	RIDA DEPARTMENT O	F EDUCATION								
	INSTRU	JCTIONAL MATERIAL	S CORRELATION								
	1	COURSE STAND	ARDS								
SUBJECT:	Mathematics										
GRADE LEVEL:	9-12										
COURSE TITLE:	Algebra 1b										
COURSE CODE:	1200380										
SUBMISSION IIILE:											
	9/815/83/4324										
PUBLISHER:	Cord Communications						-				
PUBLISHER ID:	4-2646794-01										
						Committee	e Member	Evaluation	<u>ח</u> ע		
BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All		
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 5, 6, 9	1							
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LA.910.3.1.3	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		Math Labs at the end of each chapter allow for students to develop an organizational plan. They are encouraged to use spreadsheets and other forms of charts and tables to record information.	1							
MA.912.A.1.8	Use the zero product property of real numbers in a variety of contexts to identify solutions to equations.	Moderate	Lessons 11.3, 11.4, 11.5	1							
MA.912.A.3.13	Use a graph to approximate the solution of a system of linear equations or inequalities in two variables with and without technology.	Moderate	Lessons 8.1, 9.7	1							
MA.912.A.3.14	Solve systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods.	Moderate	Lessons 8.1, 8.2, 8.3, 8.4, 8.5, 9.7	1							
MA.912.A.3.15	Solve real-world problems involving systems of linear equations and inequalities in two and three variables.	High	Lessons 8.1, 8.2, 8.3, 8.4, 8.5, 9.7, pages 480-489	1							
MA.912.A.4.1	Simplify monomials and monomial expressions using the laws of integral exponents.	Low	Lessons 10.2, 10.3	1							
MA.912.A.4.2	Add, subtract, and multiply polynomials.	Low	Lessons 10.1, 10.4, 10.6	1							
MA 912 A / 3		Moderate	Lessons 10.5, 10.6, 10.7	1							
NIN.J12.A.4.J	ו מטעט אטאוטווומו פאאופסטטוס.										
MA.912.A.4.4	Divide polynomials by monomials and polynomials with various techniques, including synthetic division.	Moderate	Lessons 10.2, 10.5, 10.6, 10.7	1							
MA.912.A.5.1	Simplify algebraic ratios.	Moderate	Lessons 12.2, 12.3, 12.4	I							
1		1			1	1	1				

MA.912.A.5.4	Solve algebraic proportions.	Low	Lesson 12.5	1			
					<u> </u>		
MA.912.A.6.1	Simplify radical expressions	Moderate	Lesson 13.3	I			
MA.912.A.6.2	Add, subtract, multiply, and divide radical expressions (square roots and higher).	Moderate	Lesson 13.3	-			
MA.912.A.7.1	Graph quadratic equations with and without graphing technology.	Moderate	Lessons 11.2, 11.2	1			
MA.912.A.7.2	Solve quadratic equations over the real numbers by factoring and by using the quadratic formula.	Moderate	Lessons 11.3, 11.4, 11.5, 11.6	I			
MA.912.A.7.8	Use quadratic equations to solve real-world problems.	Moderate	Lessons 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, pages 663-673				
MA.912.A.7.10	Use graphing technology to find approximate solutions of quadratic equations.	Low	Lessons 11.1, 11.2	I			
MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.	High	pages 29, 151, 233, 309, 338, 424, 460, 533, 575, 643, 759	1			
MA.912.A.10.2	Decide whether a solution is reasonable in the context of the original situation.	Moderate	Each exercise set as well as the Math Applications sections at the end of each chapter encourage students to check whether their solutions are reasonable, for example pages 61-77, 127-133, 181-191, 256-265, 315- 327, 376-383, 431-439, 480-489, 544-553, 611-615, 663- 673, 708-713, 767-777	1			
					1		
MA.912.A.10.3	Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).	High	not explicitly covered				
					1		

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