CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	**Mathematics**
GRADE LEVEL:	**9-12**
COURSE TITLE:	**Geometry**
COURSE CODE:	**1206310**
SUBMISSION TITLE:	**Geometry**
TITLE ID:	**9781578374332**
PUBLISHER:	**Cord Communications**
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					Committee Member Evaluation				
				*I/M = INDEPTH OR MENTIONED	(Committee Member Use Only)				
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.1112.1.6.1	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, 7, 8	I					
LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;		Math Labs at the end of each chapter as well as the Math Applications sections in each chapter allow for students to be exposed to conceptually challenging text	I					
LA.1112.1.6.5	The student will relate new vocabulary to familiar words;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 5, 6, 7, 8	I					
LA.910.1.6.1	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, 7, 8	I					
LA.910.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;		Math Labs at the end of each chapter as well as the Math Applications sections in each chapter allow for students to be exposed to conceptually challenging text	I					
LA.910.1.6.5	The student will relate new vocabulary to familiar words;		New vocabulary words are highlighted in yellow throughout the text, for example pages 4, 5, 6, 7, 8	I					
MA.912.D.6.2	Find the converse, inverse, and contrapositive of a statement	Moderate	Lesson 2.3	I					
MA.912.D.6.3	Determine whether two propositions are logically equivalent.	Moderate	Lessons 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	I					
MA.912.D.6.4	Use methods of direct and indirect proof and determine whether a short proof is logically valid.	Moderate	Lessons 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	I					
MA.912.G.1.1	Find the lengths and midpoints of line segments in two-dimensional coordinate systems.	Moderate	Lesson 7.1	I					
MA.912.G.1.2	Construct congruent segments and angles, angle bisectors, and parallel and perpendicular lines using a straight edge and compass or a drawing program, explaining and justifying the process used.	Moderate	Lesson 1.4	I					
MA.912.G.1.3	Identify and use the relationships between special pairs of angles formed by parallel lines and transversals.	Moderate	Lessons 1.5, 2.7, 2.8	I					

MA.912.G.2.1	Identify and describe convex, concave, regular, and irregular polygons.	High	Lesson 6.1	I					
MA.912.G.2.2	Determine the measures of interior and exterior angles of polygons, justifying the method used.	Moderate	Lessons 6.1, 6.2	I					
MA.912.G.2.3	Use properties of congruent and similar polygons to solve mathematical or real-world problems.	High	Lessons 3.4, 3.5, 3.6, 4.2, 4.3	I					
MA.912.G.2.4	Apply transformations (translations, reflections, rotations, dilations, and scale factors) to polygons. to determine congruence, similarity, and symmetry. Know that images formed by translations, reflections, and rotations are congruent to the original shape. Create and verify tessellations of the plane using polygons.	High	Lessons 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7	I					
MA.912.G.2.5	Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.).	Moderate	Lessons 8.1, 8.2, 8.3, 8.4	I					
MA.912.G.2.7	Determine how changes in dimensions affect the perimeter and area of common geometric figures.	Moderate	Lesson 8.6	I					
MA.912.G.3.1	Describe, classify, and compare relationships among quadrilaterals including the square, rectangle, rhombus, parallelogram, trapezoid, and kite.	Moderate	Lessons 6.3, 6.4, 6.5, 6.6	I					
MA.912.G.3.2	Compare and contrast special quadrilaterals on the basis of their properties.	Moderate	Lessons 6.3, 6.4, 6.5, 6.6	I					
MA.912.G.3.3	Use coordinate geometry to prove properties of congruent, regular, and similar quadrilaterals.	High	Lesson 7.5	I					
MA.912.G.3.4	Prove theorems involving quadrilaterals.	High	Lessons 6.3, 6.4, 6.5, 6.6	I					
MA.912.G.4.1	Classify, construct, and describe triangles that are right, acute, obtuse, scalene, isosceles, equilateral, and equiangular.	Moderate	Lessons 3.1, 3.2, 3.3	I					
MA.912.G.4.2	Define, identify, and construct altitudes, medians, angle bisectors, perpendicular bisectors,orthocenter, centroid, incenter, and circumcenter.	Moderate	Lesson 3.8	I					
MA.912.G.4.3	Construct triangles congruent to given triangles.	High	Lesson 3.4	I					
MA.912.G.4.4	Use properties of congruent and similar triangles to solve problems involving lengths and areas.	Moderate	Lessons 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5	I					
MA.912.G.4.5	Apply theorems involving segments divided proportionally.	Moderate	Lessons 4.3, 4.5	I					
MA.912.G.4.6	Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles.	High	Lessons 3.4, 3.5, 3.6, 3.7	I					
MA.912.G.4.7	Apply the inequality theorems: triangle inequality, inequality in one triangle, and the Hinge Theorem.	Moderate	Lessons 3.1, 3.2, 3.3, 3.4	I					
MA.912.G.5.1	Prove and apply the Pythagorean Theorem and its converse.	High	Lesson 5.2	I					
MA.912.G.5.2	State and apply the relationships that exist when the altitude is drawn to the hypotenuse of a right triangle.	Moderate	Lesson 4.5	I					
MA.912.G.5.3	Use special right triangles (30° - 60° - 90° and 45° - 45° - 90°) to solve problems.	Moderate	Lesson 5.3	I					
MA.912.G.5.4	Solve real-world problems involving right triangles.	High	Lessons 5.1, 5.2, 5.3, 5.4, 5.5	I					
MA.912.G.6.2	Define and identify: circumference, radius, diameter, arc, arc length, chord, secant, tangent and concentric circles.	Low	Lessons 9.2, 9.3, 9.4, 9.5	I					
MA.912.G.6.4	Determine and use measures of arcs and related angles (central, inscribed, and intersections of secants and tangents).	Moderate	Lessons 9.2, 9.3, 9.4, 9.5	I					
MA.912.G.6.5	Solve real-world problems using measures of circumference, arc length, and areas of circles and sectors.	High	Lessons 8.5, 9.3	I					

MA.912.G.6.6	Given the center and the radius, find the equation of a circle in the coordinate plane or given the equation of a circle in center-radius form, state the center and the radius of the circle.	Moderate	Lesson 9.1	I						
MA.912.G.6.7	Given the equation of a circle in center-radius form or given the center and the radius of a circle, sketch the graph of the circle.	Moderate	Lesson 9.1	I						
MA.912.G.7.1	Describe and make regular, non-regular, and oblique polyhedra, and sketch the net for a given polyhedron and vice versa.	Moderate	Lessons 10.1, 10.2, 10.3, 10.5	I						
MA.912.G.7.2	Describe the relationships between the faces, edges, and vertices of polyhedra.	Moderate	Lesson 10.1, 10.3, 10.4, 10.5, 10.6	I						
MA.912.G.7.4	Identify chords, tangents, radii, and great circles of spheres	Low	Lesson 10.7	I						
MA.912.G.7.5	Explain and use formulas for lateral area, surface area, and volume of solids.	Moderate	Lessons 10.3, 10.4, 10.5, 10.6	I						
MA.912.G.7.6	Identify and use properties of congruent and similar solids.	Moderate	Lesson 10.8	I						
MA.912.G.7.7	Determine how changes in dimensions affect the surface area and volume of common geometric solids.	Moderate	Lesson 10.8	I						
MA.912.G.8.1	Analyze the structure of Euclidean geometry as an axiomatic system. Distinguish between undefined terms, definitions, postulates, and theorems.	High	Lessons 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	I						
MA.912.G.8.2	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation, and working backwards.	Moderate	Pages 30, 100, 173, 244, 470, 606	I						
MA.912.G.8.3	Determine 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 47-59, 123-135, 200-209, 253-261, 312-321, 370-377, 438-447, 500-509, 567-573, 645-655, 713-719	I						
MA.912.G.8.4	Make conjectures with justifications about geometric ideas. Distinguish between information that supports a conjecture and the proof of a conjecture.	High	Lessons 1.1, 1.3, 1.5, 2.2, 2.5, 2.6, 2.7, 2.8	I						
MA.912.G.8.5	Write geometric proofs, including proofs by contradiction and proofs involving coordinate geometry. Use and compare a variety of ways to present deductive proofs, such as flow charts, paragraphs, two-column, and indirect proofs.	High	Lessons 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 7.5	I						
MA.912.G.8.6	Perform basic constructions using straightedge and compass, and/or drawing programs describing and justifying the procedures used. Distinguish between sketching, constructing, and drawing geometric figures.	High	Lesson 1.4, pages 42-44, 120-122, 196-197, 310-311, 365-366, 433-435, 497-499, 563-566, 639-641, 705-708	I						
MA.912.T.2.1	Define and use the trigonometric ratios (sine, cosine, tangent, cotangent, secant, cosecant) in terms of angles of right triangles.	Moderate	Lessons 5.4, 5.5	I						

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.	Committee Member Evaluation (Committee Member Use Only)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.	With each chapter, a Math Applications section is included. This section applies the content learned in the chapter to General Occupations, Agriculture and Agribusiness, Business and Marketing, Family and Consumer Science, Health Occupations, and Industrial Technology. These sections are on pages 47-59, 123-135, 200-209, 253-261, 312-321, 370-377, 438-447, 500-509, 567-573, 645-655, 713-719				
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 30, 100, 173, 244, 470, 606				
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.	Each lesson's exercises include a section of Think and Discuss questions. Students are encourage to work together on Math Labs in each chapter and use discussions to faciliate the end result of the Math Lab				
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.	Many of the student book examples include a hands-on activity for students to complete. Some examples of this are on pages 21, 152, and 275.				
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.	Exercises in each lesson include topics from a variety of industries and disciplines.				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.	Students are asked Critical Thinking questions throughout the lessons in the student text. They are asked to justify solution methods as part of traditional lessons such as solving equations.				

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ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADRESSED IN MAJOR TOOL**	**I/M***	**Thoroughly**	**Highly**	**Adequately**	**Minimally**
MA.912.D.6.In.a	Determine whether "if, then" statements for common events in real-world situations are true or false.	Lessons 2.2, 2.3	I				
MA.912.D.6.In.b	Determine whether two statements have the same mathematical meaning.	Lessons 2.3, 2.4, 2.5, 2.6	I				
MA.912.D.6.Pa.a	Recognize whether the solution to a problem involving quantities to 10 in real-world situations is correct or incorrect.	Textbook goes beyond the scope of this standard. By the time a student reaches Geometry, it is assumed they can compute with numbers greater than 10.	I				
MA.912.D.6.Su.a	Use pictures and objects to determine whether statements about common events in real-world situations are true or false.	Lessons 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	I				
MA.912.D.6.Su.b	Match two statements that have the same mathematical meaning.	Lessons 2.3, 2.4, 2.5, 2.6	I				
MA.912.G.1.In.a	Find the length and midpoint of line segments in real-world situations.	Lessons 1.2, 7.1	I				
MA.912.G.1.In.b	Locate angles formed when a line intersects two parallel lines and classify the angles as obtuse, acute, or right angles.	Lessons 1.3, 1.5, 2.7	I				
MA.912.G.1.Pa.a	Recognize the ends and middle of a line.	Access Point has no mathematical validity. If referring to line segment then Lesson 7.1	I				
MA.912.G.1.Pa.b	Recognize angles in two-dimensional shapes.	Lessons 1.2, 6.1, 6.2	I				
MA.912.G.1.Su.a	Determine the midpoint of a line.	Lessons 1.1, 2.7, pages 47-59	I				
MA.912.G.1.Su.b	Differentiate between intersecting and parallel lines.	Lessons 2.8, 7.5	I				

MA.912.G.1.Su.c	Match types of angles, such as obtuse, acute, and right angles, using physical models and drawings.	Lesson 1.2	I				
MA.912.G.2.In.a	Determine if polygons have all sides and angles equal (regular) or have sides or angles that are not equal (irregular) using physical and visual models.	Lessons 6.1, 6.2	I				
MA.912.G.2.In.b	Use tools to measure angles including 45º and 90º.	Lesson 1.3	I				
MA.912.G.2.In.c	Identify triangles and rectangles that are the same shape and size (congruent) and same shape, but not same size (similar) using physical and visual models.	Lessons 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5	I				
MA.912.G.2.In.d	Use physical and visual models to show that a change in orientation, such as turns (rotations), slides (translations), and flips (reflections), does not change the size or shape of a polygon.	Lessons 11.1, 11.2, 11.3, 11.4, 11.5	I				
MA.912.G.2.In.e	Find the perimeter and area of rectangles to solve real-world problems.	Lessons 6.1, 8.1	I				
MA.912.G.2.In.f	Identify the effects of changes in the lengths of sides on the perimeter and area of rectangles using visual models to solve real-world problems.	Lesson 8.6	I				
MA.912.G.2.Pa.a	Identify objects or pictures with polygons.	Lessons 6.1, 6.2, pages 370-377	I				
MA.912.G.2.Pa.b	Match two or more objects with polygons based on a given feature in real-world situations.	Lessons 6.1, 6.2, pages 370-377	I				
MA.912.G.2.Pa.c	Identify objects, pictures, or signs with polygons in real-world situations.	Lessons 6.1, 6.2, pages 370-377	I				
MA.912.G.2.Su.a	Identify polygons with all sides and angles equal (regular) in the environment.	Lessons 6.1, 6.2, pages 370-377	I				
MA.912.G.2.Su.b	Use a model of a right triangle to compare the size of angles, such as acute, obtuse, and right angles.	Lessons 1.3, 5.2, 5.3, 5.4, 5.5	I				
MA.912.G.2.Su.c	Match triangles and rectangles that are same shape, but different size (similar) using physical and visual models.	Lessons 4.2, 4.3, 4.4, 4.5	I				
MA.912.G.2.Su.d	Match identical polygons in different positions including turns (rotations), slides (translations), and flips (reflections), using physical models.	Lessons 11.1, 11.2, 11.3, 11.4, 11.5	I				
MA.912.G.2.Su.e	Solve real-world problems involving perimeter using visual models.	Lesson 6.1, pages 370-377	I				
MA.912.G.2.Su.f	Solve real-world problems to find area of a rectangle to identify total square units using visual models.	Lesson 8.1, pages 500-509	I				

MA.912.G.2.Su.g	Identify the effect of changes in the lengths of sides of rectangles on perimeter using physical and visual models.	Lesson 6.1	M				
MA.912.G.3.In.a	Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.	Lessons 6.1, 6.3, 6.4, 6.5, pages 370-377	I				
MA.912.G.3.In.b	Use tools to identify shapes as having one set of opposite sides parallel and equal in length (parallelograms).	Lessons 6.3, 6.4, 6.5	I				
MA.912.G.3.Pa.a	Identify objects, pictures, or signs with four-sided shapes (quadrilaterals) in real-world situations.	Lessons 6.3, 6.4, 6.5, 6.6, pages 370-377	I				
MA.912.G.3.Pa.b	Match two or more objects with four-sided shapes (quadrilaterals), based on a given feature, such as length of side or size of the area.	Lessons 6.3, 6.4, 6.5, 6.6, pages 370-377	I				
MA.912.G.3.Su.a	Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models.	Lessons 6.1, 6.3, 6.4, 6.5, pages 370-377	I				
MA.912.G.3.Su.b	Determine whether shapes are rectangular or square by measuring the sides.	Lessons 6.3, 6.4, 6.5	I				
MA.912.G.3.Su.c	Identify shapes with one set of opposite sides parallel and equal in length (parallelograms) in the environment using physical and visual models.	Lessons 6.3, 6.4, 6.5	I				
MA.912.G.4.In.a	Discriminate between triangles that have equal sides and angles (equilateral), triangles that have two equal sides and two equal angles (isosceles), and triangles that have one right angle (right triangle) using visual and physical models.	Lesson 3.1	I				
MA.912.G.4.In.b	Identify the height (altitude) in equilateral and isosceles triangles using physical and visual models.	Lesson 3.8	I				
MA.912.G.4.In.c	Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).	Lessons 3.4, 3.5, 3.6, 4.2, 4.3, 4.4	I				
MA.912.G.4.Pa.a	Identify objects, pictures, or signs with a triangle in real-world situations.	Lessons 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, pages 200-209, 253-261, 312-321	I				
MA.912.G.4.Pa.b	Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.	Lessons 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, pages 200-209, 253-261, 312-321	I				

MA.912.G.4.Su.a	Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.	Lesson 3.1	I				
MA.912.G.4.Su.b	Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).	Lessons 3.4, 3.5, 3.6	I				
MA.912.G.5.In.a	Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse).	Lessons 5.2, 5.3, 5.4, 5.5	I				
MA.912.G.5.In.b	Identify examples of different kinds of right triangles in the environment using physical models.	Lessons 5.2, 5.3, 5.4, 5.5, pages 312-321	I				
MA.912.G.5.Pa.a	Identify objects, pictures, or signs with a right triangle.	Lessons 5.2, 5.3, 5.4, 5.5, pages 312-321	I				
MA.912.G.5.Pa.b	Match objects, pictures, or signs with a right triangle by a given feature, such as length of sides.	Lessons 5.2, 5.3, 5.4, 5.5, pages 312-321	I				
MA.912.G.5.Su.a	Identify right triangles in the environment using physical models.	Lessons 5.2, 5.3, 5.4, 5.5, pages 312-321	I				
MA.912.G.5.Su.b	Locate the right angle of right triangles and side opposite the right angle (hypotenuse) in the environment.	Lessons 5.2, 5.3, 5.4, 5.5, pages 312-321	I				
MA.912.G.6.In.a	Identify and describe the circumference, arc, diameter, and radius of circles using physical and visual models.	Lessons 9.1, 9.2, 9.3, 9.4, 9.5	I				
MA.912.G.6.In.b	Measure the diameter and radius of circles to solve real-world problems.	Lesson 9.1, pages 567-573	I				
MA.912.G.6.In.c	Determine the relationship between a semi-circle and a circle.	Lesson 9.3	I				
MA.912.G.6.Pa.a	Identify objects, pictures, or signs with a circle in real-world situations.	Lessons 9.1, 9.2, 9.3, 9.4, 9.5, pages 567-573	I				
MA.912.G.6.Pa.b	Match two or more objects with a circle based on a given feature, such as the distance around the outside (circumference) or inside (area) in real-world situations.	Lessons 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, pages 567-573	I				
MA.912.G.6.Su.a	Identify the circumference, arc, and diameter of circles in real-world situations.	Lessons 9.1, 9.2, 9.3, 9.4, 9.5, pages 567-573	I				
MA.912.G.6.Su.b	Compare the circumference and diameter of circles in real-world situations.	Lessons 9.1, 9.2, 9.3, 9.4, 9.5, pages 567-573	I				
MA.912.G.6.Su.c	Identify examples of semi-circles in the environment.	Lesson 9.3, pages 567-573	I				
MA.912.G.7.In.a	Identify and describe three-dimensional solids, including sphere, cylinder, rectangular prism, and cone in the environment using mathematical names.	Lessons 10.1, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9	I				

MA.912.G.7.In.b	Identify a line that divides a sphere in half.	Access Point has no mathematical validity. If referring to great circle then Lessons 10.7, 10.9	I				
MA.912.G.7.In.c	Measure rectangular prisms to find the volume using the literal formula: length x width x height.	Lesson 10.4	I				
MA.912.G.7.In.d	Compare volumes of three-dimensional solids using physical and visual models.	Lessons 10.4, 10.6, 10.8, page 642	I				
MA.912.G.7.In.e	Identify the effect of changes in the lengths of the sides of cubes or rectangular prisms on the volume using physical and visual models.	Lesson 10.8	I				
MA.912.G.7.Pa.a	Identify objects or pictures with three-dimensional solids in real-world situations.	Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, pages 645-655	I				
MA.912.G.7.Pa.b	Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.	Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, pages 645-655	I				
MA.912.G.7.Su.a	Identify properties of three-dimensional solids, such as sphere, cylinder, cube, and cone in the environment, when given the common name.	Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, pages 645-655	I				
MA.912.G.7.Su.b	Compare volumes of three-dimensional solids in real-world situations.	Lesson 10.8	I				
MA.912.G.7.Su.c	Identify that changes in the lengths of sides of cubes or rectangular prisms will make the volume smaller or larger using physical models.	Lesson 10.8	I				
MA.912.G.8.In.a	Use problem-solving strategies, including visual and physical models and tools, for solving real-world problems involving geometry concepts and skills.	Pages 30, 100, 173, 244, 470, 606	I				
MA.912.G.8.In.b	Use estimation and resources to determine if solutions to problems involving geometry concepts and skills are reasonable.	Pages 30, 100, 173, 244, 470, 606	I				
MA.912.G.8.Pa.a	Solve real-world problems involving objects with two- and three-dimensional shapes and match the result to the correct answer to determine accuracy.	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 47-59, 123-135, 200-209, 253-261, 312-321, 370-377, 438-447, 500-509, 567-573, 645-655, 713-719	I				
MA.912.G.8.Su.a	Use given problem-strategies, including using visual or physical models, for solving real-world problems involving geometry concepts and skills.	Pages 30, 100, 173, 244, 470, 606	I				

MA.912.G.8.Su.b	Use resources, such as calculators and conversion charts to verify accuracy of solutions to problems involving geometry concepts.	Each exercise set as well as the Math Applications sections at the end of each chapter allow students an opportunity to use resources, for example pages 47-59, 123-135, 200-209, 253-261, 312-321, 370-377, 438-447, 500-509, 567-573, 645-655, 713-719	I				
MA.912.T.2.In.a	Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse) by measuring the sides.	Lessons 5.2, 5.3, 5.4, 5.5	I				
MA.912.T.2.Pa.a	Recognize a right triangle in objects, pictures, or signs in real-world situations.	Lessons 5.2, 5.3, 5.4, 5.5	I				
MA.912.T.2.Su.a	Measure the sides of a right triangle to determine which side is the longest.	Lessons 5.2, 5.3, 5.4, 5.5	I				