

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material						
Subject	Chapter 111. Mathematics					
Subchapter	Subchapter B. Middle School					
Course	§111.26. Math, Grade 8, Beginning with School Year 2014-2015					
Publisher	Texas State University - San Marcos					
Program Title	Mathworks Math Explorations - Algebra I					
Program ISBN	978-1-938858-08-6					
(a) 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 computational thinking, mathematical 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, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, 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) The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.						
(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.						
(b) 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	978-1-938858-08-6	493	Exploration 1 in Section 9.1
			Instruction	978-1-938858-08-6	513	Problem 2 in Section 9.3
(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	978-1-938858-08-6	509	Problem 1 in Section 9.2
			Assessment	978-1-938858-08-6	510	Exercise 1 in Section 9.2
			Instruction	978-1-938858-08-6	340	Example 6 in Section 6.3
(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	978-1-938858-08-6	311	Example 4 in Section 5.3
			Assessment	978-1-938858-08-6	315	Exercise 3 in Section 5.3
(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	978-1-938858-08-6	212	Example 3 in Section 3.6
			Assessment	978-1-938858-08-6	217	Exercise 8 in Section 3.6
(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	978-1-938858-08-6	212	Example 3 in Section 3.6
			Assessment	978-1-938858-08-6	217	Exercise 8 in Section 3.6

Instruction
Review
Activity
Assessment
(Drop-down menu)

(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	978-1-938858-08-6	72	Exploration 4 in Section 1.7
			Assessment	978-1-938858-08-6	80	Exercise 16 in Section 1.7
			Assessment	978-1-938858-08-6	68	Exercise 6 in Section 1.6
(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	978-1-938858-08-6	378	Exploration 1 in Section 7.2
			Assessment	978-1-938858-08-6	382	Exercise 1 in Section 7.2
			Assessment	978-1-938858-08-6	526	Exercise 10 in Section 10.1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iii) select tools, including paper and pencil as appropriate, to solve problems				
			Instruction	978-1-938858-08-6	12	Exploration 1 in Section 1.2
			Instruction	978-1-938858-08-6	12	Exploration 2 in Section 1.2
			Assessment	978-1-938858-08-6	19	Exercise 2 in Section 1.2
			Assessment	978-1-938858-08-6	19	Exercise 3 in Section 1.2
(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	978-1-938858-08-6	499	Example 1 in Section 9.1
			Assessment	978-1-938858-08-6	504	Exercise 4 in Section 9.1
			Instruction	978-1-938858-08-6	658	Exploration 3 in Section 13.2
			Assessment	978-1-938858-08-6	666	Exercise 4 in Section 13.2
(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	(v) select techniques, including mental math as appropriate, to solve problems				
			Instruction	978-1-938858-08-6	44	Exploration 1 in Section 1.5
			Instruction	978-1-938858-08-6	56	Exploration 6 in Section 1.5
			Assessment	978-1-938858-08-6	60	Exercise 10 in Section 1.5
			Assessment	978-1-938858-08-6	60	Exercise 11 in Section 1.5
			Assessment	978-1-938858-08-6	60	Exercise 12 in Section 1.5
(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	978-1-938858-08-6	56	Exploration 6 in Section 1.5
			Assessment	978-1-938858-08-6	60	Exercise 10 in Section 1.5
			Instruction	978-1-938858-08-6	340	Example 6 in Section 6.3
			Assessment	978-1-938858-08-6	351	Exercise 8 in Section 6.3
(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	(vii) select techniques, including number sense as appropriate, to solve problems				
			Instruction	978-1-938858-08-6	56	Exploration 6 in Section 1.5
			Assessment	978-1-938858-08-6	60	Exercise 10 in Section 1.5
			Assessment	978-1-938858-08-6	60	Exercise 11 in Section 1.5
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(i) communicate mathematical ideas using multiple representations, including symbols as appropriate				
			Instruction	978-1-938858-08-6	45	Exploration 2 in Section 1.5
			Assessment	978-1-938858-08-6	58	Exercise 1 in Section 1.5

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate				
			Instruction	978-1-938858-08-6	4	Example 1 in Section 1.1
			Assessment	978-1-938858-08-6	10	Exercise 6 in Section 1.1
(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	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate				
			Instruction	978-1-938858-08-6	138	Problem 1 in Section 3.1
			Assessment	978-1-938858-08-6	552	Exercise 12 in Section 10.3
			Instruction	978-1-938858-08-6	138	Problem 1 in Section 3.1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iv) communicate mathematical ideas using multiple representations, including language as appropriate				
			Instruction	978-1-938858-08-6	198	Example 2 in Section 3.5
			Assessment	978-1-938858-08-6	205	Exercise 16 in Section 3.5
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(v) communicate mathematical reasoning using multiple representations, including symbols as appropriate				
			Instruction	978-1-938858-08-6	284	Exploration 4 in Section 5.1
			Assessment	978-1-938858-08-6	289	Exercise 3 in Section 5.1
(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	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate				
			Instruction	978-1-938858-08-6	519	Exploration 3 in Section 10.1
			Assessment	978-1-938858-08-6	525	Exercise 5 in Section 10.1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate				
			Instruction	978-1-938858-08-6	302	Exploration 1 in Section 5.3
			Assessment	978-1-938858-08-6	315	Exercise 3 in Section 5.3
(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 language as appropriate				
			Instruction	978-1-938858-08-6	28	Example 4 in Section 1.3
			Assessment	978-1-938858-08-6	32	Exercise 14 in Section 1.3
(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	978-1-938858-08-6	535	Problem 3 in Section 10.2
			Assessment	978-1-938858-08-6	537	Exercise 3 in Section 10.2
			Instruction	978-1-938858-08-6	532	Exploration 3 in Section 10.2
(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	(x) communicate [mathematical ideas] implications using multiple representations, including diagrams as appropriate				
			Instruction	978-1-938858-08-6	520	Exploration 4 in Section 10.1
			Assessment	978-1-938858-08-6	10	Exercise 6 in Section 1.1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xi) communicate [mathematical ideas] implications using multiple representations, including graphs as appropriate				
			Instruction	978-1-938858-08-6	148	Exploration 3 in Section 3.2

			Assessment	978-1-938858-08-6	162	Exercise 8 in Section 3.2
			Assessment	978-1-938858-08-6	351	Exercise 8 in Section 6.3
			Instruction	978-1-938858-08-6	340	Example 6 in Section 6.3
(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	978-1-938858-08-6	448	Exploration 2 in Section 8.2
			Assessment	978-1-938858-08-6	454	Exercise 3 in Section 8.2
(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	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate				
			Instruction	978-1-938858-08-6	56	Exploration 6 in Section 1.5
			Assessment	978-1-938858-08-6	60	Exercise 11 in Section 1.5
			Assessment	978-1-938858-08-6	60	Exercise 11 in Section 1.5
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate				
			Instruction	978-1-938858-08-6	519	Exploration 3 in Section 10.1
			Assessment	978-1-938858-08-6	526	Exercise 10 in Section 10.1
(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	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate				
			Instruction	978-1-938858-08-6	148	Exploration 3 in Section 3.2
			Instruction	978-1-938858-08-6	149	Problem 3 in Section 3.2
			Assessment	978-1-938858-08-6	162	Exercise 10 in Section 3.2
			Assessment	978-1-938858-08-6	163	Exercise 11 in Section 3.2
(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	(xvi) communicate [mathematical reasoning's] implications using multiple representations, including language as appropriate				
			Instruction	978-1-938858-08-6	149	Exploration 4 in Section 3.2
			Assessment	978-1-938858-08-6	163	Exercise 12 in Section 3.2
			Instruction	978-1-938858-08-6	138	Exploration 2 in Section 3.1
			Assessment	978-1-938858-08-6	142	Exercise 7 in Section 3.1
(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	978-1-938858-08-6	13	Problem 1 in Section 1.2
			Instruction	978-1-938858-08-6	679	Exploration 1 in Section 14.1
			Assessment	978-1-938858-08-6	687	Exercise 7 in Section 14.1
(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	(ii) use representations to organize mathematical ideas				
			Instruction	978-1-938858-08-6	12	Exploration 2 in Section 1.2
			Instruction	978-1-938858-08-6	87	Example 1 in Section 2.1
			Instruction	978-1-938858-08-6	107	Example 2 in Section 2.2
			Assessment	978-1-938858-08-6	19	Exercise 2 in Section 1.2
			Assessment	978-1-938858-08-6	59	Exercise 9 in Section 1.5
			Assessment	978-1-938858-08-6	97	Exercise 7 in Section 2.1
			Assessment	978-1-938858-08-6	114	Exercise 5 in Section 2.2
(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	(iii) create representations to record mathematical ideas				
			Instruction	978-1-938858-08-6	119	Exploration 1 in Section 2.3
			Assessment	978-1-938858-08-6	124	Exercise 9 in Section 2.3
			Assessment	978-1-938858-08-6	68	Exercise 6 in Section 1.6
(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 record mathematical ideas				
			Instruction	978-1-938858-08-6	146	Exploration 1 in Section 3.2
			Assessment	978-1-938858-08-6	160	Exercise 1 in Section 3.2
			Assessment	978-1-938858-08-6	68	Exercise 6 in Section 1.6
(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) create representations to communicate mathematical ideas				
			Assessment	978-1-938858-08-6	21	Exercise 10 in Section 1.2
			Instruction	978-1-938858-08-6	23	Example 1 in Section 1.3
			Instruction	978-1-938858-08-6	47	Problem 3 in Section 1.5
			Instruction	978-1-938858-08-6	54	Exploration 5 in Section 1.5

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(vi) use representations to communicate mathematical ideas				
	E	vi	Instruction	978-1-938858-08-6	157	Example 3 in Section 3.2
	E	vi	Assessment	978-1-938858-08-6	162	Exercise 6 in Section 3.2
	E	vi	Assessment	978-1-938858-08-6	21	Exercise 10 in Section 1.2
	E	vi	Instruction	978-1-938858-08-6	54	Exploration 5 in Section 1.5
(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				
	F	i	Instruction	978-1-938858-08-6	194	Exploration 1 in Section 3.5
	F	i	Instruction	978-1-938858-08-6	262	Example 4 in Section 4.4
	F	i	Assessment	978-1-938858-08-6	252	Exercise 3 in Section 4.3
(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	(ii) analyze mathematical relationships to communicate mathematical ideas				
	F	ii	Instruction	978-1-938858-08-6	333	Exploration 1 in Section 6.3
	F	ii	Assessment	978-1-938858-08-6	343	Exercise 2 in Section 6.3
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(i) display mathematical ideas using precise mathematical language in written or oral communication				
	G	i	Instruction	978-1-938858-08-6	24	Exploration 1 in Section 1.3
	G	i	Assessment	978-1-938858-08-6	9	Exercise 5 in Section 1.1
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(ii) display mathematical arguments using precise mathematical language in written or oral communication				
	G	ii	Instruction	978-1-938858-08-6	36	Exploration 1 in Section 1.4
	G	ii	Assessment	978-1-938858-08-6	40	Exercise 1 in Section 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, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iii) explain mathematical ideas using precise mathematical language in written or oral communication				
	G	iii	Instruction	978-1-938858-08-6	39	Example 3 in Section 1.4
	G	iii	Assessment	978-1-938858-08-6	40	Exercise 2 in Section 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, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iv) explain mathematical arguments using precise mathematical language in written or oral communication				
	G	iv	Instruction	978-1-938858-08-6	39	Example 4 in Section 1.4
	G	iv	Assessment	978-1-938858-08-6	163	Exercise 12 in Section 3.2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(v) justify mathematical ideas using precise mathematical language in written or oral communication				
	G	v	Instruction	978-1-938858-08-6	154	Example 2 in Section 3.2
	G	v	Assessment	978-1-938858-08-6	162	Exercise 8 in Section 3.2
	G	v	Assessment	978-1-938858-08-6	162	Exercise 9 in Section 3.2
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(vi) justify mathematical arguments using precise mathematical language in written or oral communication				
	G	vi	Instruction	978-1-938858-08-6	5	Exploration 4 in Section 1.1
	G	vi	Instruction	978-1-938858-08-6	578	Example 2 in Section 10.6
	G	vi	Instruction	978-1-938858-08-6	580	Example 3 in Section 10.6
	G	vi	Assessment	978-1-938858-08-6	583	Exercise 7 in Section 10.6
	G	vi	Assessment	978-1-938858-08-6	583	Exercise 8 in Section 10.6
(2) Number and operations. The student applies mathematical process standards to represent and use real numbers in a variety of forms. The student is expected to:	(A) extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of real numbers					
	A		Instruction	978-1-938858-08-6	4	Example 1 in Section 1.1
	A		Assessment	978-1-938858-08-6	10	Exercise 6 in Section 1.1

(2) Number and operations. The student applies mathematical process standards to represent and use real numbers in a variety of forms. The student is expected to:	(B) approximate the value of an irrational number, including π and square roots of numbers less than 225, and locate that rational number approximation on a number line	(i) approximate the value of an irrational number, including π				
			Instruction	978-1-938858-08-6	72	Exploration 4 in Section 1.7
			Assessment	978-1-938858-08-6	80	Exercise 16 in Section 1.7
(2) Number and operations. The student applies mathematical process standards to represent and use real numbers in a variety of forms. The student is expected to:	(B) approximate the value of an irrational number, including π and square roots of numbers less than 225, and locate that rational number approximation on a number line	(ii) approximate the value of an irrational number, including square roots of numbers less than 225				
			Instruction	978-1-938858-08-6	529	Exploration 2 in Section 10.2
			Assessment	978-1-938858-08-6	538	Exercise 5 in Section 10.2
(2) Number and operations. The student applies mathematical process standards to represent and use real numbers in a variety of forms. The student is expected to:	(B) approximate the value of an irrational number, including π and square roots of numbers less than 225, and locate that rational number approximation on a number line	(iii) locate that rational number approximation on a number line				
			Instruction	978-1-938858-08-6	529	Exploration 2 in Section 10.2
			Assessment	978-1-938858-08-6	537	Exercise 1 in Section 10.2
			Assessment	978-1-938858-08-6	538	Exercise 5 in Section 10.2
(2) Number and operations. The student applies mathematical process standards to represent and use real numbers in a variety of forms. The student is expected to:	(C) convert between standard decimal notation and scientific notation					
			Instruction	978-1-938858-08-6	359	Problem 1 in Section 6.6
			Instruction	978-1-938858-08-6	359	Problem 2 in Section 6.6
			Instruction	978-1-938858-08-6	361	Problem 4 in Section 6.6
			Instruction	978-1-938858-08-6	361	Problem 5 in Section 6.6
			Assessment	978-1-938858-08-6	362	Exercise 1 in Section 6.6
(2) Number and operations. The student applies mathematical process standards to represent and use real numbers in a variety of forms. The student is expected to:	(D) order a set of real numbers arising from mathematical and real-world contexts	(i) order a set of real numbers arising from mathematical contexts				
			Instruction	978-1-938858-08-6	531	Example 1 in Section 10.2
			Assessment	978-1-938858-08-6	539	Exercise 6 in Section 10.2
(2) Number and operations. The student applies mathematical process standards to represent and use real numbers in a variety of forms. The student is expected to:	(D) order a set of real numbers arising from mathematical and real-world contexts	(ii) order a set of real numbers arising from real-world contexts				
			Instruction	978-1-938858-08-6	532	Exploration 3 in Section 10.2
			Assessment	978-1-938858-08-6	539	Exercise 7 in Section 10.2
(3) Proportionality. The student applies mathematical process standards to use proportional relationships to describe dilations. The student is expected to:	(A) generalize that the ratio of corresponding sides of similar shapes are proportional, including a shape and its dilation					
			Instruction	978-1-938858-08-6	577	Exploration 4 in Section 10.6
			Assessment	978-1-938858-08-6	583	Exercise 4 in Section 10.6
(3) Proportionality. The student applies mathematical process standards to use proportional relationships to describe dilations. The student is expected to:	(B) compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane	(i) compare the attributes of a shape and its dilation(s) on a coordinate plane				
			Instruction	978-1-938858-08-6	572	Exploration 1 in Section 10.6
			Assessment	978-1-938858-08-6	583	Exercise 4 in Section 10.6
(3) Proportionality. The student applies mathematical process standards to use proportional relationships to describe dilations. The student is expected to:	(B) compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane	(ii) contrast the attributes of a shape and its dilation(s) on a coordinate plane				
			Instruction	978-1-938858-08-6	572	Exploration 1 in Section 10.6
			Assessment	978-1-938858-08-6	583	Exercise 4 in Section 10.6
(3) Proportionality. The student applies mathematical process standards to use proportional relationships to describe dilations. The student is expected to:	(C) use an algebraic representation to explain the effect of a given positive rational scale factor applied to two-dimensional figures on a coordinate plane with the origin as the center of dilation					
			Instruction	978-1-938858-08-6	572	Exploration 1 in Section 10.6
			Instruction	978-1-938858-08-6	573	Exploration 2 in Section 10.6

(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:	(A) use similar right triangles to develop an understanding that slope, m , given as the rate comparing the change in y -values to the change in x -values, $(y_2 - y_1)/(x_2 - x_1)$, is the same for any two points (x_1, y_1) and (x_2, y_2) on the same line					
	A		Instruction	978-1-938858-08-6	150	Example 1 in Section 3.2
	A		Assessment	978-1-938858-08-6	163	Exercise 13 in Section 3.2
(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:	(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship					
	B		Instruction	978-1-938858-08-6	196	Problem 3 in Section 3.5
	B		Instruction	978-1-938858-08-6	177	Problem 2 in Section 3.4
	B		Assessment	978-1-938858-08-6	205	Exercise 14 in Section 3.5
(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:	(C) use data from a table or graph to determine the rate of change or slope and y -intercept in mathematical and real-world problems	(i) use data from a table or graph to determine the rate of change or slope in mathematical problems				
	C		Instruction	978-1-938858-08-6	113	Exploration 3 in Section 2.2
	C		Assessment	978-1-938858-08-6	172	Exercise 5 in Section 3.3
(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:	(C) use data from a table or graph to determine the rate of change or slope and y -intercept in mathematical and real-world problems	(ii) use data from a table or graph to determine the rate of change or slope in real-world problems				
	C		Instruction	978-1-938858-08-6	164	Exploration 1 in Section 3.3
	C		Assessment	978-1-938858-08-6	171	Exercise 3 in Section 3.3
(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:	(C) use data from a table or graph to determine the rate of change or slope and y -intercept in mathematical and real-world problems	(iii) use data from a table or graph to determine the y -intercept in mathematical problems				
	C		Instruction	978-1-938858-08-6	175	Exploration 1 in Section 3.4
	C		Assessment	978-1-938858-08-6	171	Exercise 3 in Section 3.3
	C		Instruction	978-1-938858-08-6	178	Example 1 in Section 3.4
(4) Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:	(C) use data from a table or graph to determine the rate of change or slope and y -intercept in mathematical and real-world problems	(iv) use data from a table or graph to determine the y -intercept in real-world problems				
	C		Instruction	978-1-938858-08-6	499	Example 1 in Section 9.1
	C		Assessment	978-1-938858-08-6	504	Exercise 5 in Section 9.1
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(A) represent linear proportional situations with tables, graphs, and equations in the form of $y = kx$	(i) represent linear proportional situations with tables				
	A		Instruction	978-1-938858-08-6	164	Exploration 1 in Section 3.3
	A		Assessment	978-1-938858-08-6	171	Exercise 4 in Section 3.3
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(A) represent linear proportional situations with tables, graphs, and equations in the form of $y = kx$	(ii) represent linear proportional situations with graphs				
	A		Instruction	978-1-938858-08-6	164	Exploration 1 in Section 3.3
	A		Assessment	978-1-938858-08-6	171	Exercise 3 in Section 3.3
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(A) represent linear proportional situations with tables, graphs, and equations in the form of $y = kx$	(iii) represent linear proportional situations with equations in the form of $y = kx$				
	A		Instruction	978-1-938858-08-6	164	Exploration 1 in Section 3.3
	A		Assessment	978-1-938858-08-6	171	Exercise 4 in Section 3.3
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(B) represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, where $b \neq 0$	(i) represent linear non-proportional situations with tables				
	B		Instruction	978-1-938858-08-6	167	Exploration 2 in Section 3.3
	B		Assessment	978-1-938858-08-6	205	Exercise 16 in Section 3.5

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(B) represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, where $b \neq 0$	(ii) represent linear non-proportional situations with graphs				
			Instruction	978-1-938858-08-6	167	Exploration 2 in Section 3.3
			Assessment	978-1-938858-08-6	205	Exercise 16 in Section 3.5
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(B) represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, where $b \neq 0$	(iii) represent linear non-proportional situations with equations in the form of $y = mx + b$, where $b \neq 0$				
			Instruction	978-1-938858-08-6	201	Example 4 in Section 3.5
			Assessment	978-1-938858-08-6	203	Exercise 9 in Section 3.5
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(C) contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation					
			Instruction	978-938858-02-4	498	Problem 1 in Section 9.1
			Assessment	978-938858-02-4	505	Exploration 1 in Section 9.1
			Instruction	978-938858-02-4	513	Problem 3 in Section 9.3
			Assessment	978-938858-02-4	514	Problem 3 in Section 9.3
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(D) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions					
			Instruction	978-938858-02-4	499	Example 1 in Section 9.1
			Assessment	978-938858-02-4	504	Exercise 5 in Section 9.1
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(E) solve problems involving direct variation					
			Instruction		630	Example 1 in Section 12.2
			Assessment		634	Exercise 3 in Section 12.2
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(F) distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form $y = kx$ or $y = mx + b$, where $b \neq 0$	(i) distinguish between proportional and non-proportional situations using tables				
			Instruction		167	Exploration 2 in Section 3.3
			Assessment	978-1-938858-08-6	170	Exercise 2 in Section 3.3
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(F) distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form $y = kx$ or $y = mx + b$, where $b \neq 0$	(ii) distinguish between proportional and non-proportional situations using graphs				
			Instruction	978-1-938858-08-6	167	Exploration 2 in Section 3.3
			Assessment	978-1-938858-08-6	173	Exercise 7 in Section 3.3
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(F) distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form $y = kx$ or $y = mx + b$, where $b \neq 0$	(iii) distinguish between proportional and non-proportional situations using equations in the form $y = kx$ or $y = mx + b$, where $b \neq 0$				
			Instruction	978-1-938858-08-6	201	Example 4 in Section 3.5
			Assessment	978-1-938858-08-6	189	Exercise 24 in Section 3.4
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(G) identify functions using sets of ordered pairs, tables, mappings, and graphs	(i) identify functions using sets of ordered pairs				
			Instruction	978-1-938858-08-6	96	Problem 2 in Section 2.1
			Assessment	978-1-938858-08-6	100	Exercise 15 in Section 2.1

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(G) identify functions using sets of ordered pairs, tables, mappings, and graphs	(ii) identify functions using tables				
	G		Instruction	978-1-938858-08-6	113	Exploration 3 in Section 2.2
	G		Assessment	978-1-938858-08-6	115	Exercise 7 in Section 2.2
	G					
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(G) identify functions using sets of ordered pairs, tables, mappings, and graphs	(iii) identify functions using mappings				
	G		Instruction	978-1-938858-08-6	93	Exploration 5 in Section 2.1
	G		Assessment	978-1-938858-08-6	100	Exercise 15 in Section 2.1
	G					
	G					
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(G) identify functions using sets of ordered pairs, tables, mappings, and graphs	(iv) identify functions using graphs				
	G		Instruction	978-1-938858-08-6	113	Exploration 3 in Section 2.2
	G		Assessment	978-1-938858-08-6	115	Exercise 6 in Section 2.2
	G					
	G					
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems	(i) identify examples of proportional functions that arise from mathematical problems				
	H		Instruction	978-1-938858-08-6	197	Exploration 4 in Section 3.5
	H		Instruction	978-1-938858-08-6	168	Exploration 3 in Section 3.3
	H					
	H					
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems	(ii) identify examples of proportional functions that arise from real-world problems				
	H		Instruction	978-1-938858-08-6	197	Exploration 4 in Section 3.5
	H		Assessment	978-1-938858-08-6	172	Exercise 6 in Section 3.3
	H					
	H					
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems	(iii) identify examples of non-proportional functions that arise from mathematical problems				
	H		Instruction	978-1-938858-08-6	167	Exploration 2 in Section 3.3
	H		Assessment	978-1-938858-08-6	173	Exercise 7 in Section 3.3
	H					
	H					
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems	(iv) identify examples of non-proportional functions that arise from real-world problems				
	H		Instruction	978-1-938858-08-6	201	Example 4 in Section 3.5
	H		Assessment	978-1-938858-08-6	205	Exercise 17 in Section 3.5
	H					
	H					
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(I) write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations	(i) write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal representations				
			Instruction	978-1-938858-08-6	196	Exploration 3 in Section 3.5
			Assessment	978-1-938858-08-6	203	Exercise 5 in Section 3.5
			Assessment	978-1-938858-08-6	203	Exercise 6 in Section 3.5
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(I) write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations	(ii) write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using numerical representations				
			Instruction	978-1-938858-08-6	194	Exploration 1 in Section 3.5
			Assessment	978-1-938858-08-6	203	Exercise 3 in Section 3.5

(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(i) write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations	(iii) write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using tabular representations				
			Instruction	978-1-938858-08-6	164	Exploration 1 in Section 3.3
			Assessment	978-1-938858-08-6	171	Exercise 3 in Section 3.3
(5) Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:	(i) write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations	(iv) write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using graphical representations				
			Instruction	978-1-938858-08-6	175	Exploration 1 in Section 3.4
			Assessment	978-1-938858-08-6	183	Exercise 1 in Section 3.4
			Assessment	978-1-938858-08-6	203	Exercise 6 in Section 3.5
(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:	(A) describe the volume formula $V = Bh$ of a cylinder in terms of its base area and its height					
			Instruction	978-1-938858-08-6	74	Problem 5 in Section 1.7
			Assessment	978-1-938858-08-6	80	Exercise 17 in Section 1.7
(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:	(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas	(i) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights				
(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:	(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas	(ii) connect that relationship to the formulas				
(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:	(C) use models and diagrams to explain the Pythagorean theorem	(i) use models to explain the Pythagorean theorem				
			Instruction	978-1-938858-08-6	519	Exploration 3 in Section 10.1
			Assessment	978-1-938858-08-6	525	Exercise 5 in Section 10.1
(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:	(C) use models and diagrams to explain the Pythagorean theorem	(ii) use diagrams to explain the Pythagorean theorem				
			Instruction	978-1-938858-08-6	520	Exploration 4 in Section 10.1
			Assessment	978-1-938858-08-6	526	Exercise 10 in Section 10.1
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(A) solve problems involving the volume of cylinders, cones, and spheres	(i) solve problems involving the volume of cylinders				
			Instruction	978-1-938858-08-6	74	Problem 5 in Section 1.7
			Assessment	978-1-938858-08-6	80	Exercise 17 in Section 1.7
			Assessment	978-1-938858-08-6	81	Exercise 20 in Section 1.7
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(A) solve problems involving the volume of cylinders, cones, and spheres	(ii) solve problems involving the volume of cones				
			Instruction	978-1-938858-08-6	74	Problem 5 in Section 1.7
			Assessment	978-1-938858-08-6	78	Exercise 12 in Section 1.7
			Assessment	978-1-938858-08-6	81	Exercise 20 in Section 1.7
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(A) solve problems involving the volume of cylinders, cones, and spheres	(iii) solve problems involving the volume of spheres				
			Instruction	978-1-938858-08-6	74	Problem 5 in Section 1.7
			Assessment	978-1-938858-08-6	81	Exercise 20 in Section 1.7

	A					
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders	(i) use previous knowledge of surface area to make connections to the formulas for lateral surface area				
	B					
	B					
	B					
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders	(ii) use previous knowledge of surface area to make connections to the formulas for total surface area				
	B					
	B					
	B					
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders	(iii) determine solutions for problems involving rectangular prisms				
	B					
	B					
	B					
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders	(iv) determine solutions for problems involving triangular prisms				
	B					
	B					
	B					
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders	(v) determine solutions for problems involving cylinders				
	B					
	B					
	B					
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(C) use the Pythagorean Theorem and its converse to solve problems	(i) use the Pythagorean Theorem to solve problems				
	C		Instruction	978-1-938858-08-6	521	Example 2 in Section 10.1
	C		Instruction	978-1-938858-08-6	523	Example 4 in Section 10.1
	C		Assessment	978-1-938858-08-6	524	Exercise 1 in Section 10.1
	C		Assessment	978-1-938858-08-6	525	Exercise 7 in Section 10.1
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(C) use the Pythagorean Theorem and its converse to solve problems	(ii) use [the Pythagorean Theorem's] converse to solve problems				
	C		Instruction	978-1-938858-08-6	524	Problem 2 in Section 10.1
	C		Assessment	978-1-938858-08-6	525	Exercise 6 in Section 10.1
	C					
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:	(D) determine the distance between two points on a coordinate plane using the Pythagorean Theorem					
	D		Instruction	978-1-938858-08-6	543	Exploration 2 in Section 10.3
	D		Assessment	978-1-938858-08-6	551	Exercise 6 in Section 10.3
	D					
	D					
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:	(A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants					
	A		Instruction	978-1-938858-08-6	64	Example 2 in Section 1.6
	A		Assessment	978-1-938858-08-6	68	Exercise 5 in Section 1.6
	A					
	A					

(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:	(B) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants					
	B		Instruction	978-1-938858-08-6	94	Exploration 6 in Section 2.1
	B		Assessment	978-1-938858-08-6	98	Exercise 13 in Section 2.1
	B					
	B					
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:	(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants	(i) model one-variable equations with variables on both sides of the equal sign that represent mathematical problems using rational number coefficients and constants				
	C		Instruction	978-1-938858-08-6	64	Example 2 in Section 1.6
	C		Instruction	978-1-938858-08-6	66	Example 3 in Section 1.6
	C		Assessment	978-1-938858-08-6	68	Exercise 5 in Section 1.6
	C					
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:	(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants	(ii) model one-variable equations with variables on both sides of the equal sign that represent real-world problems using rational number coefficients and constants				
	C		Instruction	978-1-938858-08-6	66	Problem 2 in Section 1.6
	C		Assessment	978-1-938858-08-6	69	Exercise 7 in Section 1.6
	C					
	C					
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:	(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants	(iii) solve one-variable equations with variables on both sides of the equal sign that represent mathematical problems using rational number coefficients and constants				
	C		Instruction	978-1-938858-08-6	66	Example 3 in Section 1.6
	C		Assessment	978-1-938858-08-6	68	Exercise 5 in Section 1.6
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(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:	(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants	(iv) solve one-variable equations with variables on both sides of the equal sign that represent real-world problems using rational number coefficients and constants				
	C		Instruction	978-1-938858-08-6	66	Problem 2 in Section 1.6
	C		Assessment	978-1-938858-08-6	68	Exercise 4 in Section 1.6
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(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:	(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles	(i) use informal arguments to establish facts about the angle sum of triangles				
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(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:	(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles	(ii) use informal arguments to establish facts about the exterior angles of triangles				
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(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:	(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles	(iii) use informal arguments to establish facts about the angles created when parallel lines are cut by a transversal				
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(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:	(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles	(iv) use informal arguments to establish facts about the angle-angle criterion for similarity of triangles				
(9) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to develop foundational concepts of simultaneous linear equations. The student is expected to:	(A) identify and verify the values of x and y that simultaneously satisfy two linear equations in the form $y = mx + b$ from the intersections of the graphed equations	(i) identify the values of x and y that simultaneously satisfy two linear equations in the form $y = mx + b$ from the intersections of the graphed equations.				
			Instruction	978-1-938858-08-6	234	Exploration 4 in Section 4.1
			Assessment	978-1-938858-08-6	235	Exercise 1 in Section 4.1
(9) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to develop foundational concepts of simultaneous linear equations. The student is expected to:	(A) identify and verify the values of x and y that simultaneously satisfy two linear equations in the form $y = mx + b$ from the intersections of the graphed equations	(ii) verify the values of x and y that simultaneously satisfy two linear equations in the form $y = mx + b$ from the intersections of the graphed equations.				
			Instruction	978-1-938858-08-6	234	Exploration 4 in Section 4.1
			Assessment	978-1-938858-08-6	235	Exercise 1 in Section 4.1
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane	(i) generalize the properties of orientation rotations of two-dimensional shapes on a coordinate plane				
			Instruction	978-1-938858-08-6	569	Exploration 3 in Section 10.5
			Assessment	978-1-938858-08-6	570	Exercise 3 in Section 10.5
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane	(ii) generalize the properties of orientation reflections of two-dimensional shapes on a coordinate plane				
			Instruction	978-1-938858-08-6	559	Example 2 in Section 10.4
			Assessment	978-1-938858-08-6	561	Exercise 5 in Section 10.4
			Assessment	978-1-938858-08-6	561	Exercise 6 in Section 10.4
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane	(iii) generalize the properties of orientation translations of two-dimensional shapes on a coordinate plane				
			Instruction	978-1-938858-08-6	555	Example 1 in Section 10.4
			Assessment	978-1-938858-08-6	561	Exercise 5 in Section 10.4
			Assessment	978-1-938858-08-6	561	Exercise 6 in Section 10.4
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane	(iv) generalize the properties of orientation dilations of two-dimensional shapes on a coordinate plane				
			Instruction	978-1-938858-08-6	575	Exploration 3 in Section 10.6
			Assessment	978-1-938858-08-6	583	Exercise 4 in Section 10.6
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane	(v) generalize the congruence of rotations of two-dimensional shapes on a coordinate plane				
			Instruction	978-1-938858-08-6	564	Exploration 1 in Section 10.5
			Instruction	978-1-938858-08-6	565	Problem 1 in Section 10.5
			Assessment	978-1-938858-08-6	582	Exercise 1 in Section 10.6
			Assessment	978-1-938858-08-6	570	Exercise 3 in Section 10.5
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane	(vi) generalize the congruence of reflections of two-dimensional shapes on a coordinate plane				
			Instruction	978-1-938858-08-6	559	Example 2 in Section 10.4
			Assessment	978-1-938858-08-6	561	Exercise 5 in Section 10.4
			Assessment	978-1-938858-08-6	561	Exercise 6 in Section 10.4

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane	(vii) generalize the congruence of translations of two-dimensional shapes on a coordinate plane				
	A	vi	Instruction	978-1-938858-08-6	555	Example 1 in Section 10.4
	A	vi	Assessment	978-1-938858-08-6	561	Exercise 5 in Section 10.4
	A	vi	Assessment	978-1-938858-08-6	561	Exercise 6 in Section 10.4
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(B) differentiate between transformations that preserve congruence and those that do not					
	B		Instruction	978-1-938858-08-6	572	Exploration 1 in Section 10.6
	B		Assessment	978-1-938858-08-6	582	Exercise 1 in Section 10.6
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(C) explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation	(i) explain the effect of translations as applied to two-dimensional shapes on a coordinate plane using an algebraic representation				
	C		Instruction	978-1-938858-08-6	555	Example 1 in Section 10.4
	C		Assessment	978-1-938858-08-6	561	Exercise 7 in Section 10.4
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(C) explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation	(ii) explain the effect of reflections over the x- or y-axis as applied to two-dimensional shapes on a coordinate plane using an algebraic representation				
	C	ii	Instruction	978-1-938858-08-6	559	Example 2 in Section 10.4
	C	ii	Assessment	978-1-938858-08-6	561	Exercise 7 in Section 10.4
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(C) explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation	(iii) explain the effect of rotations [of] 90° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation				
	C	iii	Instruction	978-1-938858-08-6	569	Exploration 3 in Section 10.5
	C	iii	Assessment	978-1-938858-08-6	570	Exercise 1 in Section 10.5
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(C) explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation	(iv) explain the effect of rotations [of] 180° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation				
	C	iv	Instruction	978-1-938858-08-6	569	Exploration 3 in Section 10.5
	C	iv	Assessment	978-1-938858-08-6	570	Exercise 1 in Section 10.5
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(C) explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation	(v) explain the effect of rotations [of] 270° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation				
	C	v	Instruction	978-1-938858-08-6	569	Exploration 3 in Section 10.5
	C	v	Assessment	978-1-938858-08-6	570	Exercise 1 in Section 10.5
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(C) explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation	(vi) explain the effect of rotations [of] 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation				
	C	vi	Instruction	978-1-938858-08-6	569	Exploration 3 in Section 10.5
	C	vi	Assessment	978-1-938858-08-6	570	Exercise 2 in Section 10.5
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(D) model the effect on linear and area measurements of dilated two-dimensional shapes	(i) model the effect on linear measurements of dilated two-dimensional shapes				
	D	i	Instruction	978-1-938858-08-6	573	Exploration 2 in Section 10.6
	D	i	Assessment	978-1-938858-08-6	583	Exercise 4 in Section 10.6
	D	i	Assessment	978-1-938858-08-6	583	Exercise 5 in Section 10.6

(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:	(D) model the effect on linear and area measurements of dilated two-dimensional shapes	(ii) model the effect on area measurements of dilated two-dimensional shapes				
	D		Instruction	978-1-938858-08-6	573	Exploration 2 in Section 10.6
	D		Assessment	978-1-938858-08-6	583	Exercise 4 in Section 10.6
	D		Assessment	978-1-938858-08-6	583	Exercise 5 in Section 10.6
(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:	(A) construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data	(i) construct a scatterplot				
	A		Instruction	978-1-938858-08-6	499	Example 1 in Section 9.1
	A		Assessment	978-1-938858-08-6	502	Exercise 1 in Section 9.1
(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:	(A) construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data	(ii) describe the observed data to address questions of association				
	A		Instruction	978-1-938858-08-6	499	Example 1 in Section 9.1
	A		Assessment	978-1-938858-08-6	502	Exercise 1 in Section 9.1
(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:	(B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points	(i) determine the mean absolute deviation				
	B		Instruction	978-1-938858-08-6	691	Example 1 in Section 14.2
	B		Assessment	978-1-938858-08-6	695	Exercise 4 in Section 14.2
(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:	(B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points	(ii) use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points				
	B		Instruction	978-1-938858-08-6	691	Example 1 in Section 14.2
	B		Assessment	978-1-938858-08-6	695	Exercise 4 in Section 14.2
(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:	(C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected					
	C		Instruction	978-1-938858-08-6	701	Exploration 3 in Section 14.3
	C		Assessment	978-1-938858-08-6	707	Exercise 3 in Section 14.3
	C		Assessment	978-1-938858-08-6	709	Exercise 4 in Section 14.3
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(A) solve real-world problems comparing how interest rate and loan length affect the cost of credit	(i) solve real-world problems comparing how interest rate affect[s] the cost of credit				
	A		Instruction	978-1-938858-08-6	660	Example 2 in Section 13.2
	A		Assessment	978-1-938858-08-6	666	Exercise 6 in Section 13.2
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(A) solve real-world problems comparing how interest rate and loan length affect the cost of credit	(ii) solve real-world problems comparing how loan length affect[s] the cost of credit				
	A		Instruction	978-1-938858-08-6	660	Example 2 in Section 13.2
	A		Assessment	978-1-938858-08-6	666	Exercise 5 in Section 13.2
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator	(i) calculate the total cost of repaying a loan, including credit cards, under various rates of interest using an online calculator				
	B		Instruction	978-1-938858-08-6	660	Example 2 in Section 13.2
	B		Assessment	978-1-938858-08-6	666	Exercise 6 in Section 13.2

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator	(ii) calculate the total cost of repaying a loan, including credit cards, over different periods using an online calculator				
	B		Instruction	978-1-938858-08-6	660	Example 2 in Section 13.2
	B		Assessment	978-1-938858-08-6	666	Exercise 5 in Section 13.2
	B					
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator	(iii) calculate the total cost of repaying a loan, including easy access loans, under various rates of interest using an online calculator				
	B		Instruction	978-1-938858-08-6	665	Problem 2 in Section 13.2
	B		Assessment	978-1-938858-08-6	667	Exercise 8 in Section 13.2
	B					
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator	(iv) calculate the total cost of repaying a loan, including easy access loans, over different periods using an online calculator				
	B		Instruction	978-1-938858-08-6	665	Problem 2 in Section 13.2
	B		Assessment	978-1-938858-08-6	667	Exercise 8 in Section 13.2
	B					
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(C) explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time	(i) explain how small amounts of money invested regularly, including money saved for college, grow over time				
	C		Instruction	978-1-938858-08-6	670	Example 1 in Section 13.3
	C		Assessment	978-1-938858-08-6	673	Exercise 4 in Section 13.3
	C					
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(C) explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time	(ii) explain how small amounts of money invested regularly, including money saved for retirement, grow over time				
	C		Instruction	978-1-938858-08-6	671	Example 2 in Section 13.3
	C		Assessment	978-1-938858-08-6	673	Exercise 5 in Section 13.3
	C					
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(D) calculate and compare simple interest and compound interest earnings	(i) calculate simple interest earnings				
	D		Instruction	978-1-938858-08-6	647	Example 1 in Section 13.1
	D		Assessment	978-1-938858-08-6	653	Exercise 1 in Section 13.1
	D					
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(D) calculate and compare simple interest and compound interest earnings	(ii) calculate compound interest earnings				
	D		Instruction	978-1-938858-08-6	649	Example 3 in Section 13.1
	D		Assessment	978-1-938858-08-6	653	Exercise 5 in Section 13.1
	D					
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(D) calculate and compare simple interest and compound interest earnings	(iii) compare simple interest and compound interest earnings				
	D		Instruction	978-1-938858-08-6	651	Example 4 in Section 13.1
	D		Assessment	978-1-938858-08-6	654	Exercise 6 in Section 13.1
	D					
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(E) identify and explain the advantages and disadvantages of different payment methods	(i) identify the advantages of different payment methods				
	E		Instruction	978-1-938858-08-6	664	Exploration 4 in Section 13.2
	E		Assessment	978-1-938858-08-6	667	Exercise 9 in Section 13.2
	E					

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(E) identify and explain the advantages and disadvantages of different payment methods	(ii) identify the disadvantages of different payment methods				
	Instruction	978-1-938858-08-6	665	Problem 2 in Section 13.2		
	Assessment	978-1-938858-08-6	667	Exercise 9 in Section 13.2		
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(E) identify and explain the advantages and disadvantages of different payment methods	(iii) explain the advantages of different payment methods				
	Instruction	978-1-938858-08-6	665	Problem 2 in Section 13.2		
	Assessment	978-1-938858-08-6	667	Exercise 8 in Section 13.2		
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(E) identify and explain the advantages and disadvantages of different payment methods	(iv) explain the disadvantages of different payment methods				
	Instruction	978-1-938858-08-6	665	Problem 2 in Section 13.2		
	Assessment	978-1-938858-08-6	667	Exercise 8 in Section 13.2		
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(F) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of financial irresponsibility	(i) analyze situations to determine if they represent financially responsible decisions				
	Instruction	978-1-938858-08-6	660	Example 2 in Section 13.2		
	Assessment	978-1-938858-08-6	667	Exercise 11 in Section 13.2		
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(F) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of financial irresponsibility	(ii) identify the benefits of financial responsibility				
	Instruction	978-1-938858-08-6	660	Example 2 in Section 13.2		
	Assessment	978-1-938858-08-6	667	Exercise 11 in Section 13.2		
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(F) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of financial irresponsibility	(iii) identify the costs of financial irresponsibility				
	Instruction	978-1-938858-08-6	660	Example 2 in Section 13.2		
	Assessment	978-1-938858-08-6	667	Exercise 12 in Section 13.2		
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(G) estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college	(i) estimate the cost of a two-year college education, including family contribution				
	Instruction	978-1-938858-08-6	669	Exploration 1 in Section 13.3		
	Assessment	978-1-938858-08-6	673	Exercise 1 in Section 13.3		
(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(G) estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college	(ii) estimate the cost of a four-year college education, including family contribution				
	Instruction	978-1-938858-08-6	669	Exploration 1 in Section 13.3		
	Assessment	978-1-938858-08-6	673	Exercise 2 in Section 13.3		
	Assessment	978-1-938858-08-6	707	Exercise 3 in Section 14.3		

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:	(G) estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college	(iii) devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college				
	G	iii	Instruction	978-1-938858-08-6	670	Example 1 in Section 13.3
	G	iii	Assessment	978-1-938858-08-6	673	Exercise 3 in Section 13.3
	G	iii				
	G	iii				