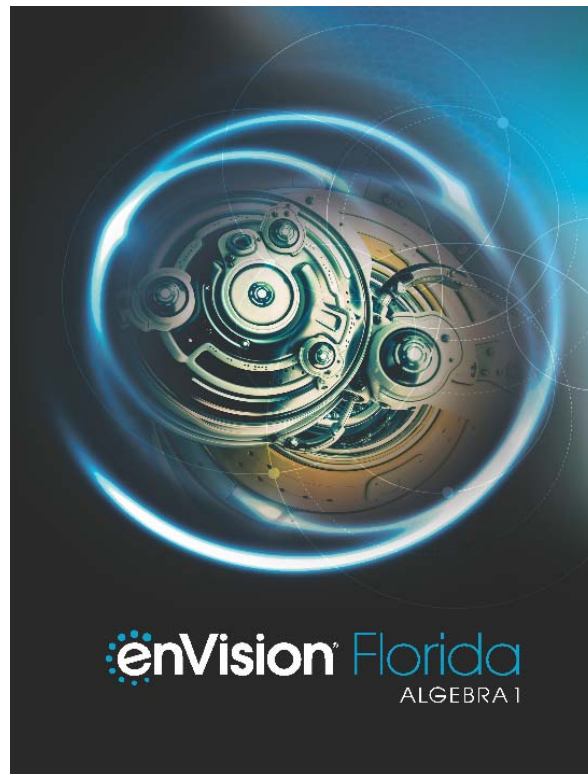


A Standards Alignment of
enVision Florida
Algebra 1, ©2020



To
Florida Mathematics Algebra 1
Course Code 1200310

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BID ID: 3598
SUBMISSION TITLE: enVision Florida Algebra 1
GRADE LEVEL: 9-12
COURSE TITLE: Algebra 1
COURSE CODE: 1200310
ISBN: SE: 9781418300302 / TE: 9781418300364
PUBLISHER: Savvas Education, Inc.
PUBLISHER ID: 22-160368402

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.A-APR.1.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	SE: 261–268, Lesson 7-1 269–276, Lesson 7-2 277–282, Lesson 7-3 283–288, Lesson 7-4	TE: 261A–268B, Lesson 7-1 269A–276B, Lesson 7-2 277A–282B, Lesson 7-3 283A–288B, Lesson 7-4
MAFS.912.A-APR.2.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	SE: 365–371, Lesson 9-2	TE: 365A–371B, Lesson 9-2

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.A-CED.1.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★	SE: 11–17, Lesson 1-2 18–23, Lesson 1-3 24–29, Lesson 1-4 30–35, Lesson 1-5 37–42, Lesson 1-6 43–49, Lesson 1-7 359–364, Lesson 9-1 378–383, Lesson 9-4 580–587, Lesson 12-7	TE: 11A–17B, Lesson 1-2 18A–23B, Lesson 1-3 24A–29B, Lesson 1-4 30A–35B, Lesson 1-5 37A–42B, Lesson 1-6 43A–49B, Lesson 1-7 359A–364B, Lesson 9-1 378A–383B, Lesson 9-4 580A–587B, Lesson 12-7
MAFS.912.A-CED.1.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★	SE: 57–62, Lesson 2-1 63–68, Lesson 2-2 69–74, Lesson 2-3 76–82, Lesson 2-4 549–556, Lesson 12-3	TE: 57A–62B, Lesson 2-1 63A–68B, Lesson 2-2 69A–74B, Lesson 2-3 76A–82B, Lesson 2-4 549A–556B, Lesson 12-3
MAFS.912.A-CED.1.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> ★	SE: 30–35, Lesson 1-5 37–42, Lesson 1-6 69–74, Lesson 2-3 150–156, Lesson 4-2 157–163, Lesson 4-3 164–169, Lesson 4-4 171–176, Lesson 4-5	TE: 30A–35B, Lesson 1-5 37A–42B, Lesson 1-6 69A–74B, Lesson 2-3 150A–156B, Lesson 4-2 157A–163B, Lesson 4-3 164A–169B, Lesson 4-4 171A–176B, Lesson 4-5

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.A-CED.1.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★	SE: 24–29, Lesson 1-4 589–597, Lesson 12-8	TE: 24A–29B, Lesson 1-4 589A–597B, Lesson 12-8
MAFS.912.A-REI.1.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	SE: 11–17, Lesson 1-2 18–23, Lesson 1-3 580–587, Lesson 12-7 589–597, Lesson 12-8	TE: 11A–17B, Lesson 1-2 18A–23B, Lesson 1-3 580A–587B, Lesson 12-7 589A–597B, Lesson 12-8
MAFS.912.A-REI.2.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	SE: 11–17, Lesson 1-2 18–23, Lesson 1-3 30–35, Lesson 1-5 37–42, Lesson 1-6	TE: 11A–17B, Lesson 1-2 18A–23B, Lesson 1-3 30A–35B, Lesson 1-5 37A–42B, Lesson 1-6
MAFS.912.A-REI.2.4	Solve quadratic equations in one variable.	SE: 359–364, Lesson 9-1 365–371, Lesson 9-2 378–383, Lesson 9-4 384–390, Lesson 9-5 391–397, Lesson 9-6	TE: 359A–364B, Lesson 9-1 365A–371B, Lesson 9-2 378A–383B, Lesson 9-4 384A–390B, Lesson 9-5 391A–397B, Lesson 9-6

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
a.	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	SE: 384–390, Lesson 9-5 391–397, Lesson 9-6	TE: 384A–390B, Lesson 9-5 391A–397B, Lesson 9-6
b.	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	SE: 359–364, Lesson 9-1 365–371, Lesson 9-2 378–383, Lesson 9-4 391–397, Lesson 9-6	TE: 359A–364B, Lesson 9-1 365A–371B, Lesson 9-2 378A–383B, Lesson 9-4 391A–397B, Lesson 9-6
MAFS.912.A-REI.3.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	SE: 157–163, Lesson 4-3 150–156, Lesson 4-2	TE: 157A–163B, Lesson 4-3 150A–156B, Lesson 4-2
MAFS.912.A-REI.3.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	SE: 143–149, Lesson 4-1 150–156, Lesson 4-2	TE: 143A–149B, Lesson 4-1 150A–156B, Lesson 4-2

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.A-REI.4.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	SE: 95–101, Lesson 3-2	TE: 95A–101B, Lesson 3-2
MAFS.912.A-REI.4.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★	SE: 150–156, Lesson 4-2 359–364, Lesson 9-1 399–404, Lesson 9-7 557–565, Lesson 12-4	TE: 150A–156B, Lesson 4-2 359A–364B, Lesson 9-1 399A–404B, Lesson 9-7 557A–565B, Lesson 12-4
MAFS.912.A-REI.4.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	SE: 164–169, Lesson 4-4 171–176, Lesson 4-5	TE: 164A–169B, Lesson 4-4 171A–176B, Lesson 4-5
MAFS.912.A-SSE.1.1	Interpret expressions that represent a quantity in terms of its context. ★	SE: 289–295, Lesson 7-5 297–302, Lesson 7-6 303–308, Lesson 7-7	TE: 289A–295B, Lesson 7-5 297A–302B, Lesson 7-6 303A–308B, Lesson 7-7

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
a.	Interpret parts of an expression, such as terms, factors, and coefficients.	SE: 289–295, Lesson 7-5 297–302, Lesson 7-6	TE: 289A–295B, Lesson 7-5 297A–302B, Lesson 7-6
b.	Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i>	SE: 289–295, Lesson 7-5 297–302, Lesson 7-6 303–308, Lesson 7-7	TE: 289A–295B, Lesson 7-5 297A–302B, Lesson 7-6 303A–308B, Lesson 7-7
MAFS.912.A-SSE.1.2	Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	SE: 283–288, Lesson 7-4 297–302, Lesson 7-6 378–383, Lesson 9-4 533–540, Lesson 12-1 541–548, Lesson 12-2 566–572, Lesson 12-5 573–579, Lesson 12-6	TE: 283A–288B, Lesson 7-4 297A–302B, Lesson 7-6 378A–383B, Lesson 9-4 533A–540B, Lesson 12-1 541A–548B, Lesson 12-2 566A–572B, Lesson 12-5 573A–579B, Lesson 12-6
MAFS.912.A-SSE.2.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★	SE: 231–238, Lesson 6-3 365–371, Lesson 9-2 384–390, Lesson 9-5	TE: 231A–238B, Lesson 6-3 365A–371B, Lesson 9-2 384A–390B, Lesson 9-5

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
a.	Factor a quadratic expression to reveal the zeros of the function it defines.	SE: 365–371, Lesson 9-2	TE: 365A–371B, Lesson 9-2
b.	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	SE: 384–390, Lesson 9-5	TE: 384A–390B, Lesson 9-5
c	Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i>	SE: 231–238, Lesson 6-3	TE: 231A–238B, Lesson 6-3
MAFS.912.F-BF.1.1	Write a function that describes a relationship between two quantities. ★	SE: 110–117, Lesson 3-4 447–454, Lesson 10-6 455–463, Lesson 10-7	TE: 110A–117B, Lesson 3-4 447A–454B, Lesson 10-6 455A–463B, Lesson 10-7
a.	Determine an explicit expression, a recursive process, or steps for calculation from a context.	SE: 110–117, Lesson 3-4	TE: 110A–117B, Lesson 3-4

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
b.	Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>	SE: 447–454, Lesson 10-6	TE: 447A–454B, Lesson 10-6
c.	Compose functions. <i>For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</i>	SE: 447–454, Lesson 10-6 455–463, Lesson 10-7	TE: 447A–454B, Lesson 10-6 455A–463B, Lesson 10-7
MAFS.912.F-BF.2.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i>	SE: 102–108, Lesson 3-3 203–209, Lesson 5-4 248–253, Lesson 6-5 317–323, Lesson 8-1 324–330, Lesson 8-2 434–439, Lesson 10-4 440–445, Lesson 10-5 549–556, Lesson 12-3	TE: 102A–108B, Lesson 3-3 203A–209B, Lesson 5-4 248A–253B, Lesson 6-5 317A–323B, Lesson 8-1 324A–330B, Lesson 8-2 434A–439B, Lesson 10-4 440A–445B, Lesson 10-5 549A–556B, Lesson 12-3

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.F-IF.1.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	SE: 89–94, Lesson 3-1 95–101, Lesson 3-2	TE: 89A–94B, Lesson 3-1 95A–101B, Lesson 3-2
MAFS.912.F-IF.1.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	SE: 95–101, Lesson 3-2 338–344, Lesson 8-4	TE: 95A–101B, Lesson 3-2 338A–344B, Lesson 8-4
MAFS.912.F-IF.1.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i>	SE: 110–117, Lesson 3-4 239–247, Lesson 6-4	TE: 110A–117B, Lesson 3-4 239A–247B, Lesson 6-4

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.F-IF.2.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> ★	SE: 95–101, Lesson 3-2 183–189, Lesson 5-1 191–196, Lesson 5-2 197–202, Lesson 5-3 203–209, Lesson 5-4 224–230, Lessons 6-2 248–253, Lesson 6-5 331–337, Lesson 8-3 413–419, Lesson 10-1 420–426, Lesson 10-2 427–433, Lesson 10-3 434–439, Lesson 10-4	TE: 95A–101B, Lesson 3-2 183A–189B, Lesson 5-1 191A–196B, Lesson 5-2 197A–202B, Lesson 5-3 203A–209B, Lesson 5-4 224A–230B, Lessons 6-2 248A–253B, Lesson 6-5 331A–337B, Lesson 8-3 413A–419B, Lesson 10-1 420A–426B, Lesson 10-2 427A–433B, Lesson 10-3 434A–439B, Lesson 10-4
MAFS.912.F-IF.2.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function.</i> ★	SE: 95–101, Lesson 3-2 102–108, Lesson 3-3 224–230, Lessons 6-2 324–330, Lesson 8-2 427–433, Lesson 10-3	TE: 95A–101B, Lesson 3-2 102A–108B, Lesson 3-3 224A–230B, Lessons 6-2 324A–330B, Lesson 8-2 427A–433B, Lesson 10-3
MAFS.912.F-IF.2.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★	SE: 183–189, Lesson 5-1 191–196, Lesson 5-2 317–323, Lesson 8-1 420–426, Lesson 10-2 427–433, Lesson 10-3	TE: 183A–189B, Lesson 5-1 191A–196B, Lesson 5-2 317A–323B, Lesson 8-1 420A–426B, Lesson 10-2 427A–433B, Lesson 10-3

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.F-IF.3.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★	SE: 102–108, Lesson 3-3 183–189, Lesson 5-1 191–196, Lesson 5-2 197–202, Lesson 5-3 203–209, Lesson 5-4 224–230, Lessons 6-2 231–238, Lesson 6-3 248–253, Lesson 6-5 324–330, Lesson 8-2 331–337, Lesson 8-3 359–364, Lesson 9-1 399–404, Lesson 9-7 413–419, Lesson 10-1 420–426, Lesson 10-2 434–439, Lesson 10-4	TE: 102A–108B, Lesson 3-3 183A–189B, Lesson 5-1 191A–196B, Lesson 5-2 197A–202B, Lesson 5-3 203A–209B, Lesson 5-4 224A–230B, Lessons 6-2 231A–238B, Lesson 6-3 248A–253B, Lesson 6-5 324A–330B, Lesson 8-2 331A–337B, Lesson 8-3 359A–364B, Lesson 9-1 399A–404B, Lesson 9-7 413A–419B, Lesson 10-1 420A–426B, Lesson 10-2 434A–439B, Lesson 10-4
a.	Graph linear and quadratic functions and show intercepts, maxima, and minima.	SE: 102–108, Lesson 3-3 324–330, Lesson 8-2 331–337, Lesson 8-3 359–364, Lesson 9-1 399–404, Lesson 9-7	TE: 102A–108B, Lesson 3-3 324A–330B, Lesson 8-2 331A–337B, Lesson 8-3 359A–364B, Lesson 9-1 399A–404B, Lesson 9-7

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
b.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	SE: 183–189, Lesson 5-1 191–196, Lesson 5-2 197–202, Lesson 5-3 203–209, Lesson 5-4 413–419, Lesson 10-1 420–426, Lesson 10-2 434–439, Lesson 10-4	TE: 183A–189B, Lesson 5-1 191A–196B, Lesson 5-2 197A–202B, Lesson 5-3 203A–209B, Lesson 5-4 413A–419B, Lesson 10-1 420A–426B, Lesson 10-2 434A–439B, Lesson 10-4
c.	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	SE: 324–330, Lesson 8-2 331–337, Lesson 8-3 399–404, Lesson 9-7	TE: 324A–330B, Lesson 8-2 331A–337B, Lesson 8-3 399A–404B, Lesson 9-7
d.	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.	SE: 224–230, Lessons 6-2 231–238, Lesson 6-3 248–253, Lesson 6-5	TE: 224A–230B, Lessons 6-2 231A–238B, Lesson 6-3 248A–253B, Lesson 6-5
MAFS.912.F-IF.3.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	SE: 231–238, Lesson 6-3 365–371, Lesson 9-2 384–390, Lesson 9-5	TE: 231A–238B, Lesson 6-3 365A–371B, Lesson 9-2 384A–390B, Lesson 9-5
a.	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	SE: 365–371, Lesson 9-2 384–390, Lesson 9-5	TE: 365A–371B, Lesson 9-2 384A–390B, Lesson 9-5

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
b.	Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{v/10}$, and classify them as representing exponential growth or decay.</i>	SE: 231–238, Lesson 6-3	TE: 231A–238B, Lesson 6-3
MAFS.912.F-IF.3.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>	SE: 203–209, Lesson 5-4 248–253, Lesson 6-5 331–337, Lesson 8-3	TE: 203A–209B, Lesson 5-4 248A–253B, Lesson 6-5 331A–337B, Lesson 8-3
MAFS.912.F-LE.1.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. ★	SE: 110–117, Lesson 3-4 224–230, Lessons 6-2 231–238, Lesson 6-3	TE: 110A–117B, Lesson 3-4 224A–230B, Lessons 6-2 231A–238B, Lesson 6-3
a.	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	SE: 224–230, Lessons 6-2	TE: 224A–230B, Lessons 6-2

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
b.	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	SE: 110–117, Lesson 3-4	TE: 110A–117B, Lesson 3-4
c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	SE: 231–238, Lesson 6-3	TE: 231A–238B, Lesson 6-3
MAFS.912.F-LE.1.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ★	SE: 63–68, Lesson 2-2 95–101, Lesson 3-2 110–117, Lesson 3-4 231–238, Lesson 6-3 239–247, Lesson 6-4	TE: 63A–68B, Lesson 2-2 95A–101B, Lesson 3-2 110A–117B, Lesson 3-4 231A–238B, Lesson 6-3 239A–247B, Lesson 6-4
MAFS.912.F-LE.1.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★	SE: 346–352, Lesson 8-5	TE: 346A–352B, Lesson 8-5
MAFS.912.F-LE.2.5	Interpret the parameters in a linear or exponential function in terms of a context. ★	SE: 89–94, Lesson 3-1 95–101, Lesson 3-2 231–238, Lesson 6-3	TE: 89A–94B, Lesson 3-1 95A–101B, Lesson 3-2 231A–238B, Lesson 6-3

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★	SE: 24–29, Lesson 1-4 57–62, Lesson 2-1 63–68, Lesson 2-2 69–74, Lesson 2-3 95–101, Lesson 3-2 118–125, Lesson 3-5 143–149, Lesson 4-1	TE: 24A–29B, Lesson 1-4 57A–62B, Lesson 2-1 63A–68B, Lesson 2-2 69A–74B, Lesson 2-3 95A–101B, Lesson 3-2 118A–125B, Lesson 3-5 143A–149B, Lesson 4-1
MAFS.912.N-Q.1.2	Define appropriate quantities for the purpose of descriptive modeling. ★	SE: 18–23, Lesson 1-3 118–125, Lesson 3-5 126–134, Lesson 3-6 346–352, Lesson 8-5 508–515, Lesson 11-6 516–523, Lesson 11-7	TE: 18A–23B, Lesson 1-3 118A–125B, Lesson 3-5 126A–134B, Lesson 3-6 346A–352B, Lesson 8-5 508A–515B, Lesson 11-6 516A–523B, Lesson 11-7
MAFS.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★	SE: 231–238, Lesson 6-3 391–397, Lesson 9-6 508–515, Lesson 11-6 516–523, Lesson 11-7	TE: 231A–238B, Lesson 6-3 391A–397B, Lesson 9-6 508A–515B, Lesson 11-6 516A–523B, Lesson 11-7

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.N-RN.1.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.</i>	SE: 217–223, Lesson 6-1	TE: 217A–223B, Lesson 6-1
MAFS.912.N-RN.1.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	SE: 217–223, Lesson 6-1 372–377, Lesson 9-3	TE: 217A–223B, Lesson 6-1 372A–377B, Lesson 9-3
MAFS.912.N-RN.2.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	SE: 5–10, Lesson 1-1	TE: 5A–10B, Lesson 1-1
MAFS.912.S-ID.1.1	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★	SE: 471–477, Lesson 11-1 478–485, Lesson 11-2	TE: 471A–477B, Lesson 11-1 478A–485B, Lesson 11-2

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★	SE: 478–485, Lesson 11-2 486–492, Lesson 11-3 493–500, Lesson 11-4 508–515, Lesson 11-6	TE: 478A–485B, Lesson 11-2 486A–492B, Lesson 11-3 493A–500B, Lesson 11-4 508A–515B, Lesson 11-6
MAFS.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★	SE: 478–485, Lesson 11-2 486–492, Lesson 11-3 493–500, Lesson 11-4	TE: 478A–485B, Lesson 11-2 486A–492B, Lesson 11-3 493A–500B, Lesson 11-4
MAFS.912.S-ID.2.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★	SE: 501–506, Lesson 11-5	TE: 501A–506B, Lesson 11-5
MAFS.912.S-ID.2.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★	SE: 118–125, Lesson 3-5 126–134, Lesson 3-6 338–344, Lesson 8-4 346–352, Lesson 8-5	TE: 118A–125B, Lesson 3-5 126A–134B, Lesson 3-6 338A–344B, Lesson 8-4 346A–352B, Lesson 8-5

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
a.	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.</i>	SE: 118–125, Lesson 3-5 126–134, Lesson 3-6 338–344, Lesson 8-4 346–352, Lesson 8-5	TE: 118A–125B, Lesson 3-5 126A–134B, Lesson 3-6 338A–344B, Lesson 8-4 346A–352B, Lesson 8-5
b.	Informally assess the fit of a function by plotting and analyzing residuals.	SE: 338–344, Lesson 8-4	TE: 338A–344B, Lesson 8-4
c.	Fit a linear function for a scatter plot that suggests a linear association.	SE: 118–125, Lesson 3-5	TE: 118A–125B, Lesson 3-5
MAFS.912.S-ID.3.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★	SE: 57–62, Lesson 2-1 63–68, Lesson 2-2 69–74, Lesson 2-3 118–125, Lesson 3-5	TE: 57A–62B, Lesson 2-1 63A–68B, Lesson 2-2 69A–74B, Lesson 2-3 118A–125B, Lesson 3-5
MAFS.912.S-ID.3.8	Compute (using technology) and interpret the correlation coefficient of a linear fit. ★	SE: 126–134, Lesson 3-6	TE: 126A–134B, Lesson 3-6
MAFS.912.S-ID.3.9	Distinguish between correlation and causation. ★	SE: 126–134, Lesson 3-6	TE: 126A–134B, Lesson 3-6

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.K12.MP.1.1	Make sense of problems and persevere in solving them.	enVision Florida Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. Each lesson begins with an Explore & Reason, Model & Discuss, or Critique & Explain activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Examples of lessons that highlight this practice are given.	
		SE: 5-10 164-169 171-176 217-223 283-288 297-302 331-337 346-352 365-371 378-383 384-390 399-404 447-454 580-587 589-597	TE: 5-10 164-169 171-176 217-223 283-288 297-302 331-337 346-352 365-371 378-383 384-390 399-404 447-454 580-587 589-597

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.K12.MP.2.1	Reason abstractly and quantitatively.	enVision Florida Algebra 1 provides scaffolded instruction to help students develop both quantitative and abstract reasoning. Application Examples and exercises require students to abstract from situations and to contextualize their mathematical solutions in context. Reasoning exercises throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.	
		SE: 11–17 18–23 69–74 89–94 110–117 118–125 143–149 191–196 289–295 297–302 303–308 455–463 478–485 533–540 580–587	TE: 11–17 18–23 69–74 89–94 110–117 118–125 143–149 191–196 289–295 297–302 303–308 455–463 478–485 533–540 580–587

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.K12.MP.3.1	Construct viable arguments and critique the reasoning of others.	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Florida Algebra 1, the Critique & Explain features give students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Construct Arguments exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others. Examples of lessons that highlight this practice are given.</p>	
		SE: 5–10 18–23 30–35 102–108 126–134 231–238 261–268 372–377 391–397 471–477 493–500 501–506 516–523 549–556 566–572	TE: 5–10 18–23 30–35 102–108 126–134 231–238 261A–268 372–377 391–397 471–477 493–500 501–506 516–523 549–556 566–572

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.K12.MP.4.1	Model with mathematics.	<p>Students using enVision Florida Algebra 1 attend to the modeling process through the Mathematical Modeling in 3 Acts lessons. In these lessons, students formulate problems based on a situation, make assumptions and define variables, arrive at a solution based on their assumptions, and revise their results in an iterative process that refines and extends their models. Students engage in parts of the modeling process in the Model & Discuss activities found at the beginning of many lessons. Model With Mathematics exercises throughout the program also give students the opportunity to use parts of the modeling process. Examples of lessons that highlight this practice are given.</p>	
		SE: 24–29 37–42 43–49 57–62 95–101 143–149 171–176 183–189 203–209 231–238 283–288 324–330 338–344 420–426 427–433	TE: 24–29 37–42 43–49 57–62 95–101 143–149 171–176 183–189 203–209 231–238 283–288 324–330 338–344 420–426 427–433

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.K12.MP.5.1	Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools, spreadsheets, graphing calculators, and Desmos tools. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. Examples of lessons that highlight this practice are given.	
		SE: 118–125 126–134 150–156 197–202 289–295 338–344 359–364 399–404 413–419 471–477 508–515 516–523 573–579	TE: 118–125 126–134 150–156 197–202 289–295 338–344 359–364 399–404 413–419 471–477 508–515 516–523 573–579

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.K12.MP.6.1	Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. Vocabulary exercises in each lesson gives students practice with using mathematical language precisely. Reasoning exercises and Construct Arguments exercises require students to explain their thoughts in a way that promotes the practice of communicating precisely. Examples of lessons that highlight this practice are given.	
		SE: 63–68 95–101 191–196 197–202 324–330 365–371 391–397 413–419 427–433 447–454 455–463 471–477 508–515 557–565 566–572	TE: 63–68 95–101 191–196 197–202 324–330 365–371 391–397 413–419 427–433 447–454 455–463 471–477 508–515 557–565 566–572

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.K12.MP.7.1	Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. Students engage in this practice in the Explore & Reason activity at the start of many lessons. Conceptual Understanding Examples also model this practice by leading students to discover structures within mathematics that may not be immediately apparent. Students then are able to use this practice themselves in the associated Try It! exercises. Use Structure exercises and Look for Relationships exercises throughout the program reinforce this practice. Examples of lessons that highlight this practice are given.</p>	
		SE: 30–35 57–62 89–94 102–108 110–117 224–230 239–247 283–288 289–295 372–377 434–439 440–445 501–506 516–523 541–548	TE: 30–35 57–62 89–94 102–108 110–117 224–230 239–247 283–288 289–295 372–377 434–439 440–445 501–506 516–523 541–548

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.K12.MP.8.1	Look for and express regularity in repeated reasoning.	In Explore & Reason activities that begin many lessons, students are encouraged to experiment with mathematics and make generalizations based on what they observe. Conceptual Understanding Examples also give students the opportunity make generalizations based on regularity and repeated reasoning. Generalize exercises throughout the program let students use this practice on their own. Examples of lessons that highlight this practice are given.	
		SE: 37-42 76-82 102-108 157-163 164-169 203-209 217-223 269-276 277-282 338-344 420-426 434-439 486-492 493-500 549-556	TE: 37-42 76-82 102-108 157-163 164-169 203-209 217-223 269-276 277-282 338-344 420-426 434-439 486-492 493-500 549-556

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
LAFS.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	This standard is consistently addressed in multi-step examples and exercises and Mathematical Modeling in 3 Acts activities. Some examples are listed below.	
		SE: 14 36 75 122 126 128 206 232 250 296 299 341 392 398 482	TE: 14 36 75 122 126 128 206 232 250 296 299 341 392 398 482

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
LAFS.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	This standard is consistently addressed in vocabulary activities, margin notes, and exercises in most lessons. Some examples are listed below.	
		SE: 18 30 95 110 132 167 197 224 248 277 306 378 384 391 478	TE: 18 30 95 110 132 167 197 224 248 277 306 378 384 391 478

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
LAFS.910.RST.3.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	This standard is consistently addressed in Model & Discuss activities, Explore & Reason activities, Mathematical Modeling in 3 Acts activities, and enVision STEM Projects. Some examples are listed below.	
		SE: 36 76 102 109 142 171 231 260 269 345 358 398 399 412 413	TE: 36 76 102 109 142 171 231 260 269 345 358 398 399 412 413

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	This standard is consistently addressed in Explore & Reason activities, Critique & Explain activities, Model & Discuss activities, and Communicate Precisely exercises. Some examples are listed below.	
		SE: 10 53 60 72 115 191 192 201 251 253 370 383 428 440 443	TE: 10 53 60 72 115 191 192 201 251 253 370 383 428 440 443

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SE: 8 10 76 99 115 123 189 197 266 287 295 364 392 428 443	TE: 8 10 76 99 115 123 189 197 266 287 295 364 392 428 443

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SE: 60 63 125 187 192 221 230 266 275 276 295 355 370 388 443	TE: 60 63 125 187 192 221 230 266 275 276 295 355 370 388 443

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SE: 53 57 60 72 117 167 176 197 251 266 375 381 383 392 440	TE: 53 57 60 72 117 167 176 197 251 266 375 381 383 392 440

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	SE: 8 53 63 95 197 201 221 251 253 276 295 353 363 388 500	TE: 8 53 63 95 197 201 221 251 253 276 295 353 363 388 500

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	This standard is consistently addressed in enVision STEM Projects, Mathematical Modeling in 3 Acts activities, and numerous examples and exercises throughout the book. Some examples are listed below.	
		SE: 4 36 56 75 88 109 142 170 216 316 345 358 398 470 507	TE: 4 36 56 75 88 109 142 170 216 316 345 358 398 470 507

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	This standard is consistently addressed in Critique & Explain activities, Critique Reasoning exercises, and Error Analysis exercises. Some examples are listed below.	
		SE: 15 33 40 123 142 147 190 274 293 306 321 395 398 432 470	TE: 15 33 40 123 142 147 190 274 293 306 321 395 398 432 470

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	This standard is consistently addressed in Critique & Explain activities, Critique Reasoning exercises, and Construct Arguments exercises. Some examples are listed below.	
		SE: 24 43 118 150 164 203 248 283 338 365 372 427 471 493	TE: 24 43 118 150 164 203 248 283 338 365 372 427 471 493

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
LAFS.910.WHST.1.1	Write arguments focused on <i>discipline-specific content</i> .	This standard is consistently addressed in Critique & Explain activities, Construct Arguments exercises, and Do You Understand? exercises. Some examples are listed below.	
		SE: 18 34 53 108 157 176 194 222 375 389 420 434 478 502 525	TE: 18 34 53 108 157 176 194 222 375 389 420 434 478 502 525

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	SE: 17 49 51 108 176 222 227 281 300 306 336 389 437 502	TE: 17 49 51 108 176 222 227 281 300 306 336 389 437 502

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.	SE: 17 49 53 176 202 281 303 330 336 381 437 471 478 491 525	TE: 17 49 53 176 202 281 303 330 336 381 437 471 478 491 525

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE: 9 49 51 102 176 203 281 361 375 420 474 484 491 502 506	TE: 9 49 51 102 176 203 281 361 375 420 474 484 491 502 506

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE: 9 17 93 126 135 194 197 222 256 281 330 381 407 437 506	TE: 9 17 93 126 135 194 197 222 256 281 330 381 407 437 506

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
e.	Provide a concluding statement or section that follows from or supports the argument presented.	SE: 51 102 126 135 163 256 306 330 344 359 434 437 471 478 491	TE: 51 102 126 135 163 256 306 330 344 359 434 437 471 478 491

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
LAFS.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	This standard is consistently addressed in Explore & Reason activities, Construct Arguments exercises, and Do You Understand? exercises. Some examples are listed below.	
		SE: 9 21 29 42 93 115 132 154 187 189 197 281 375 502 525	TE: 9 21 29 42 93 115 132 154 187 189 197 281 375 502 525

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
LAFS.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.	This standard is consistently addressed in enVision STEM Projects, Mathematical Modeling in 3 Acts activities, and numerous examples and exercises throughout the book. Some examples are listed below.	
		SE: 4 36 75 88 170 190 216 254 296 316 345 358 398 446 470 507	TE: 4 36 75 88 170 190 216 254 296 316 345 358 398 446 470 507

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	This standard is consistently addressed in Explore & Reason activities, Construct Arguments exercises, and Do You Understand? exercises. Some examples are listed below.	
		SE: 18 109 126 191 224 266 289 324 352 359 375 487	TE: 18 109 126 191 224 266 289 324 352 359 375 487

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	This standard is consistently addressed in Model & Discuss activities and discussion prompts and activities in the Teacher's Edition. Some examples are listed below.	
		SE: 36 57 118 150 203 248 269 283 338 346 365 372 427 471 493	TE: 36 57 118 150 203 248 269 283 338 346 365 372 427 471 493