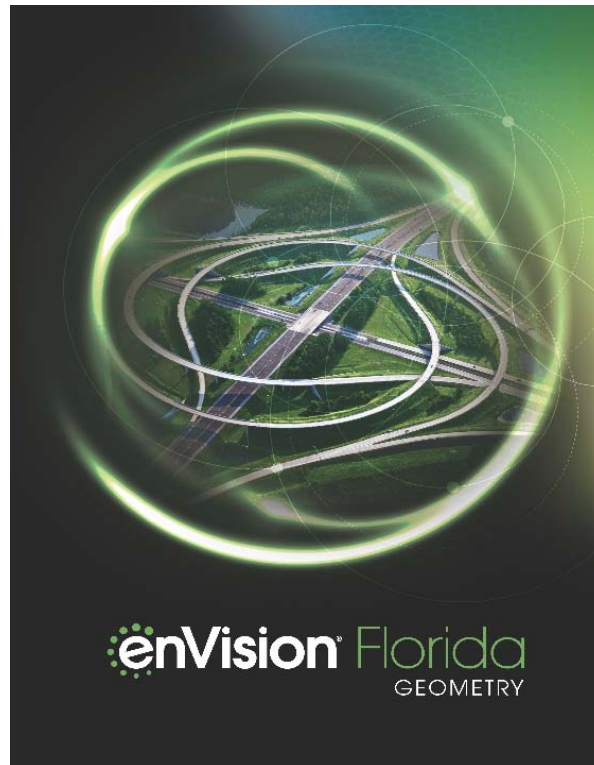


A Standards Alignment of
enVision Florida Geometry
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To
Florida Mathematics Geometry
Course Code 1206310

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

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MAFS.912.G-C.1.1	Prove that all circles are similar.	SE: 310–316, Lesson 7-2	TE: 310A–316B, Lesson 7-2
MAFS.912.G-C.1.2	Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i>	SE: 445–452, Lesson 10-2 454–461, Lesson 10-3 462–468, Lesson 10-4 469–476, Lesson 10-5	TE: 445A–452B, Lesson 10-2 454A–461B, Lesson 10-3 462A–468B, Lesson 10-4 469A–476B, Lesson 10-5
MAFS.912.G-C.1.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	SE: 209–216, Lesson 5-2	TE: 209A–216B, Lesson 5-2

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MAFS.912.G-C.2.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	SE: 437–444, Lesson 10-1	TE: 437A–444B, Lesson 10-1
MAFS.912.G-CO.1.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	SE: 5–13, Lesson 1-1 71–77, Lesson 2-1 437–444, Lesson 10-1	TE: 5A–13B, Lesson 1-1 71A–77B, Lesson 2-1 437A–444B, Lesson 10-1
MAFS.912.G-CO.1.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	SE: 105–112, Lesson 3-1 113–120, Lesson 3-2 121–128, Lesson 3-3 301–309, Lesson 7-1 310–316, Lesson 7-2	TE: 105A–112B, Lesson 3-1 113A–120B, Lesson 3-2 121A–128B, Lesson 3-3 301A–309B, Lesson 7-1 310A–316B, Lesson 7-2
MAFS.912.G-CO.1.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	SE: 136–141, Lesson 3-5	TE: 136A–141B, Lesson 3-5

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MAFS.912.G-CO.1.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	SE: 105–112, Lesson 3-1 113–120, Lesson 3-2 121–128, Lesson 3-3	TE: 105A–112B, Lesson 3-1 113A–120B, Lesson 3-2 121A–128B, Lesson 3-3
MAFS.912.G-CO.1.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	SE: 105–112, Lesson 3-1 113–120, Lesson 3-2 121–128, Lesson 3-3 129–135, Lesson 3-4 136–141, Lesson 3-5 149–156, Lesson 4-1 167–173, Lesson 4-3 174–181, Lesson 4-4 301–309, Lesson 7-1 310–316, Lesson 7-2	TE: 105A–112B, Lesson 3-1 113A–120B, Lesson 3-2 121A–128B, Lesson 3-3 129A–135B, Lesson 3-4 136A–141B, Lesson 3-5 149A–156B, Lesson 4-1 167A–173B, Lesson 4-3 174A–181B, Lesson 4-4 301A–309B, Lesson 7-1 310A–316B, Lesson 7-2
MAFS.912.G-CO.2.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	SE: 113–120, Lesson 3-2 121–128, Lesson 3-3 129–135, Lesson 3-4 136–141, Lesson 3-5 149–156, Lesson 4-1	TE: 113A–120B, Lesson 3-2 121A–128B, Lesson 3-3 129A–135B, Lesson 3-4 136A–141B, Lesson 3-5 149A–156B, Lesson 4-1

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MAFS.912.G-CO.2.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	SE: 167–173, Lesson 4-3 174–181, Lesson 4-4	TE: 167A–173B, Lesson 4-3 174A–181B, Lesson 4-4
MAFS.912.G-CO.2.8	Explain how the criteria for triangle congruence (ASA, SAS, SSS, and Hypotenuse-Leg) follow from the definition of congruence in terms of rigid motions.	SE: 167–173, Lesson 4-3 174–181, Lesson 4-4	TE: 167A–173B, Lesson 4-3 174A–181B, Lesson 4-4
MAFS.912.G-CO.3.9	Prove theorems about lines and angles; use theorems about lines and angles to solve problems. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i>	SE: 71–77, Lesson 2-1 78–84, Lesson 2-2 51–57, Lesson 1-7 58–63, Lesson 1-8 201–208, Lesson 5-1 209–216, Lesson 5-2	TE: 71A–77B, Lesson 2-1 78A–84B, Lesson 2-2 51A–57B, Lesson 1-7 58A–63B, Lesson 1-8 201A–208B, Lesson 5-1 209A–216B, Lesson 5-2

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MAFS.912.G-CO.3.10	Prove theorems about triangles; use theorems about triangles to solve problems. <i>Theorems include: measures of interior angles of a triangle sum to 180°; triangle inequality theorem; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i>	SE: 85–91, Lesson 2-3 157–165, Lesson 4-2 182–187, Lesson 4-5 209–216, Lesson 5-2 218–225, Lesson 5-3 226–232, Lesson 5-4 233–238, Lesson 5-5 333–339, Lesson 7-5 393–399, Lesson 9-2 58–63, Lesson 1-8	TE: 85A–91B, Lesson 2-3 157A–165B, Lesson 4-2 182A–187B, Lesson 4-5 209A–216B, Lesson 5-2 218A–225B, Lesson 5-3 226A–232B, Lesson 5-4 233A–238B, Lesson 5-5 333A–339B, Lesson 7-5 393A–399B, Lesson 9-2 58A–63B, Lesson 1-8
MAFS.912.G-CO.3.11	Prove theorems about parallelograms; use theorems about parallelograms to solve problems. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i>	SE: 262–270, Lesson 6-3 271–278, Lesson 6-4 279–285, Lesson 6-5 286–293, Lesson 6-6	TE: 262A–270B, Lesson 6-3 271A–278B, Lesson 6-4 279A–285B, Lesson 6-5 286A–293B, Lesson 6-6

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MAFS.912.G-CO.4.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i>	SE: 14–21, Lesson 1-2 78–84, Lesson 2-2 121–128, Lesson 3-3 209–216, Lesson 5-2 445–452, Lesson 10-2 454–461, Lesson 10-3	TE: 14A–21B, Lesson 1-2 78A–84B, Lesson 2-2 121A–128B, Lesson 3-3 209A–216B, Lesson 5-2 445A–452B, Lesson 10-2 454A–461B, Lesson 10-3
MAFS.912.G-CO.4.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	SE: 454–461, Lesson 10-3	TE: 454A–461B, Lesson 10-3
MAFS.912.G-GMD.1.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i>	SE: 489–496, Lesson 11-2 498–504, Lesson 11-3	TE: 489A–496B, Lesson 11-2 498A–504B, Lesson 11-3
MAFS.912.G-GMD.1.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ★	SE: 489–496, Lesson 11-2 498–504, Lesson 11-3 505–510, Lesson 11-4	TE: 489A–496B, Lesson 11-2 498A–504B, Lesson 11-3 505A–510B, Lesson 11-4

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MAFS.912.G-GMD.2.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	SE: 483–488, Lesson 11-1	TE: 483A–488B, Lesson 11-1
MAFS.912.G-GPE.1.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	SE: 400–405, Lesson 9-3	TE: 400A–405B, Lesson 9-3
MAFS.912.G-GPE.2.4	Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i>	SE: 92–98, Lesson 2-4 385–391, Lesson 9-1 393–399, Lesson 9-2 400–405, Lesson 9-3	TE: 92A–98B, Lesson 2-4 385A–391B, Lesson 9-1 393A–399B, Lesson 9-2 400A–405B, Lesson 9-3
MAFS.912.G-GPE.2.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	SE: 92–98, Lesson 2-4	TE: 92A–98B, Lesson 2-4

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MAFS.912.G-GPE.2.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	SE: 22–27, Lesson 1-3	TE: 22A–27B, Lesson 1-3
MAFS.912.G-GPE.2.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. ★	SE: 385–391, Lesson 9-1	TE: 385A–391B, Lesson 9-1
MAFS.912.G-MG.1.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★	SE: 78–84, Lesson 2-2 489–496, Lesson 11-2 505–510, Lesson 11-4	TE: 78A–84B, Lesson 2-2 489A–496B, Lesson 11-2 505A–510B, Lesson 11-4
MAFS.912.G-MG.1.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★	SE: 489–496, Lesson 11-2	TE: 489A–496B, Lesson 11-2

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MAFS.912.G-MG.1.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). ★	SE: 4, Topic 1 5–13, Lesson 1-1 78–84, Lesson 2-2 70, Topic 2 99, Topic 2 148, Topic 4 218–225, Lesson 5-3 244, Topic 6 300, Topic 7 384, Topic 9 454–461, Lesson 10-3 482, Topic 11 498–504, Lesson 11-3	TE: 4, Topic 1 5A–13B, Lesson 1-1 78A–84B, Lesson 2-2 70, Topic 2 99, Topic 2 148, Topic 4 218A–225B, Lesson 5-3 244, Topic 6 300, Topic 7 384, Topic 9 454A–461B, Lesson 10-3 482, Topic 11 498A–504B, Lesson 11-3
MAFS.912.G-SRT.1.1	Verify experimentally the properties of dilations given by a center and a scale factor:	SE: 301–309, Lesson 7-1 310–316, Lesson 7-2	TE: 301A–309B, Lesson 7-1 310A–316B, Lesson 7-2
a.	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	SE: 301–309, Lesson 7-1	TE: 301A–309B, Lesson 7-1
b.	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	SE: 301–309, Lesson 7-1 310–316, Lesson 7-2	TE: 301A–309B, Lesson 7-1 310A–316B, Lesson 7-2

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MAFS.912.G-SRT.1.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	SE: 310–316, Lesson 7-2 317–323, Lesson 7-3	TE: 310A–316B, Lesson 7-2 317A–323B, Lesson 7-3
MAFS.912.G-SRT.1.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	SE: 317–323, Lesson 7-3	TE: 317A–323B, Lesson 7-3
MAFS.912.G-SRT.2.4	Prove theorems about triangles. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</i>	SE: 324–331, Lesson 7-4 333–339, Lesson 7-5 345–353, Lesson 8-1	TE: 324A–331B, Lesson 7-4 333A–339B, Lesson 7-5 345A–353B, Lesson 8-1

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MAFS.912.G-SRT.2.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	SE: 157–165, Lesson 4-2 167–173, Lesson 4-3 174–181, Lesson 4-4 182–187, Lesson 4-5 188–193, Lesson 4-6 218–225, Lesson 5-3 245–251, Lesson 6-1 253–261, Lesson 6-2 262–270, Lesson 6-3 271–278, Lesson 6-4 279–285, Lesson 6-5 286–293, Lesson 6-6 317–323, Lesson 7-3 324–331, Lesson 7-4	TE: 157A–165B, Lesson 4-2 167A–173B, Lesson 4-3 174A–181B, Lesson 4-4 182A–187B, Lesson 4-5 188A–193B, Lesson 4-6 218A–225B, Lesson 5-3 245A–251B, Lesson 6-1 253A–261B, Lesson 6-2 262A–270B, Lesson 6-3 271A–278B, Lesson 6-4 279A–285B, Lesson 6-5 286A–293B, Lesson 6-6 317A–323B, Lesson 7-3 324A–331B, Lesson 7-4
MAFS.912.G-SRT.3.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	SE: 354–360, Lesson 8-2	TE: 354A–360B, Lesson 8-2
MAFS.912.G-SRT.3.7	Explain and use the relationship between the sine and cosine of complementary angles.	SE: 354–360, Lesson 8-2 374–379, Lesson 8-5	TE: 354A–360B, Lesson 8-2 374A–379B, Lesson 8-5
MAFS.912.G-SRT.3.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★	SE: 345–353, Lesson 8-1 354–360, Lesson 8-2 374–379, Lesson 8-5	TE: 345A–353B, Lesson 8-1 354A–360B, Lesson 8-2 374A–379B, Lesson 8-5

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MAFS.K12.MP.1.1	Make sense of problems and persevere in solving them.	<p><i>enVision Florida Mathematics</i> 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.</p>	
		SE: 5-13 22-27 58-63 121-128 188-193 209-216 253-261 279-285 286-293 317-323 354-360 361-366 462-468 469-476 483-488	TE: 5-13 22-27 58-63 121-128 188-193 209-216 253-261 279-285 286-293 317-323 354-360 361-366 462-468 469-476 483-488

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MAFS.K12.MP.2.1	Reason abstractly and quantitatively.	<i>enVision Florida Geometry</i> 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: 5-13 78-84 92-98 105-112 129-135 149-156 233-238 301-309 345-353 361-366 406-412 413-421 437-444 483-488 505-510	TE: 5-13 78-84 92-98 105-112 129-135 149-156 233-238 301-309 345-353 361-366 406-412 413-421 437-444 483-488 505-510

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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: 71-77 136-141 167-173 188-193 201-208 245-251 262-270 279-285 301-309 333-339 374-379 385-391 454-461 469-476 489-496	TE: 71-77 136-141 167-173 188-193 201-208 245-251 262-270 279-285 301-309 333-339 374-379 385-391 454-461 469-476 489-496

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MAFS.K12.MP.4.1	Model with mathematics.	<p>Students using <i>enVision Florida Geometry</i> 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: 44-50 92-98 209-216 218-225 271-278 286-293 317-323 324-331 367-372 385-391 400-405 413-421 422-430 454-461 489-496	TE: 44-50 92-98 209-216 218-225 271-278 286-293 317-323 324-331 367-372 385-391 400-405 413-421 422-430 454-461 489-496

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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: 14-21 105-112 174-181 262-270 271-278 310-316 324-331 374-379 385-391 445-452 505-510	TE: 14-21 105-112 174-181 262-270 271-278 310-316 324-331 374-379 385-391 445-452 505-510

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MAFS.K12.MP.6.1	<p>Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p>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.</p> <table border="1" data-bbox="1047 678 2030 1401"> <thead> <tr> <th data-bbox="1047 678 1530 716">SE: 113-120</th> <th data-bbox="1530 678 2030 716">TE: 113-120</th> </tr> </thead> <tbody> <tr><td>121-128</td><td>121-128</td></tr> <tr><td>136-141</td><td>136-141</td></tr> <tr><td>149-156</td><td>149-156</td></tr> <tr><td>182-187</td><td>182-187</td></tr> <tr><td>271-278</td><td>271-278</td></tr> <tr><td>345-353</td><td>345-353</td></tr> <tr><td>354-360</td><td>354-360</td></tr> <tr><td>374-379</td><td>374-379</td></tr> <tr><td>393-399</td><td>393-399</td></tr> <tr><td>406-412</td><td>406-412</td></tr> <tr><td>437-444</td><td>437-444</td></tr> <tr><td>469-476</td><td>469-476</td></tr> <tr><td>483-488</td><td>483-488</td></tr> <tr><td>498-504</td><td>498-504</td></tr> </tbody> </table>		SE: 113-120	TE: 113-120	121-128	121-128	136-141	136-141	149-156	149-156	182-187	182-187	271-278	271-278	345-353	345-353	354-360	354-360	374-379	374-379	393-399	393-399	406-412	406-412	437-444	437-444	469-476	469-476	483-488	483-488	498-504	498-504
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MAFS.K12.MP.7.1	Look for and make use of structure.	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.	
		SE: 22-27 28-34 44-50 51-57 121-128 136-141 149-156 157-165 218-225 233-238 286-293 345-353 393-399 422-430 454-461	TE: 22-27 28-34 44-50 51-57 121-128 136-141 149-156 157-165 218-225 233-238 286-293 345-353 393-399 422-430 454-461

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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: 28-34 36-43 71-77 167-173 301-309 310-316 400-405 413-421	TE: 28-34 36-43 71-77 167-173 301-309 310-316 400-405 413-421

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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 19 23 99 106 108 162 267 280 350 362 401 448 453 501	TE: 14 19 23 99 106 108 162 267 280 350 362 401 448 453 501

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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. <table border="1" data-bbox="1050 500 2018 1367"> <thead> <tr> <th data-bbox="1050 500 1528 532">SE: 14</th> <th data-bbox="1528 500 2018 532">TE: 14</th> </tr> </thead> <tbody> <tr><td>58</td><td>58</td></tr> <tr><td>71</td><td>71</td></tr> <tr><td>105</td><td>105</td></tr> <tr><td>113</td><td>113</td></tr> <tr><td>129</td><td>129</td></tr> <tr><td>301</td><td>301</td></tr> <tr><td>333</td><td>333</td></tr> <tr><td>354</td><td>354</td></tr> <tr><td>361</td><td>361</td></tr> <tr><td>374</td><td>374</td></tr> <tr><td>393</td><td>393</td></tr> <tr><td>445</td><td>445</td></tr> <tr><td>462</td><td>462</td></tr> <tr><td>498</td><td>498</td></tr> </tbody> </table>		SE: 14	TE: 14	58	58	71	71	105	105	113	113	129	129	301	301	333	333	354	354	361	361	374	374	393	393	445	445	462	462	498	498
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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: 4 35 60 99 104 142 148 200 244 252 332 344 384 436 511	TE: 4 35 60 99 104 142 148 200 244 252 332 344 384 436 511

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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.	<p>This standard is consistently addressed in Explore & Reason activities, Critique & Explain activities, Model & Discuss activities, and Communicate Precisely exercises. Some examples are listed below.</p> <p>SE: 11 20 37 51 78 106 141 165 171 179 195 232 245 256 487</p>	<p>TE: 11 20 37 51 78 106 141 165 171 179 195 232 245 256 487</p>

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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: 11 14 20 37 44 80 106 165 171 179 188 197 469 473 487	TE: 11 14 20 37 44 80 106 165 171 179 188 197 469 473 487

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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: 11 20 37 44 78 80 106 109 165 171 195 232 469 473 487	TE: 11 20 37 44 78 80 106 109 165 171 195 232 469 473 487

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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: 37 44 51 58 78 109 165 171 188 197 245 256 297 473 487	TE: 37 44 51 58 78 109 165 171 188 197 245 256 297 473 487

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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: 11 14 58 78 106 171 172 179 195 197 232 256 297 469 487	TE: 11 14 58 78 106 171 172 179 195 197 232 256 297 469 487

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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.	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">SE: 60</th> <th style="text-align: left; padding: 2px;">TE: 60</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">99</td><td style="padding: 2px;">99</td></tr> <tr><td style="padding: 2px;">104</td><td style="padding: 2px;">104</td></tr> <tr><td style="padding: 2px;">142</td><td style="padding: 2px;">142</td></tr> <tr><td style="padding: 2px;">148</td><td style="padding: 2px;">148</td></tr> <tr><td style="padding: 2px;">200</td><td style="padding: 2px;">200</td></tr> <tr><td style="padding: 2px;">244</td><td style="padding: 2px;">244</td></tr> <tr><td style="padding: 2px;">252</td><td style="padding: 2px;">252</td></tr> <tr><td style="padding: 2px;">332</td><td style="padding: 2px;">332</td></tr> <tr><td style="padding: 2px;">344</td><td style="padding: 2px;">344</td></tr> <tr><td style="padding: 2px;">373</td><td style="padding: 2px;">373</td></tr> <tr><td style="padding: 2px;">384</td><td style="padding: 2px;">384</td></tr> <tr><td style="padding: 2px;">436</td><td style="padding: 2px;">436</td></tr> <tr><td style="padding: 2px;">453</td><td style="padding: 2px;">453</td></tr> <tr><td style="padding: 2px;">482</td><td style="padding: 2px;">482</td></tr> </tbody> </table>		SE: 60	TE: 60	99	99	104	104	142	142	148	148	200	200	244	244	252	252	332	332	344	344	373	373	384	384	436	436	453	453	482	482
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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: 44 51 58 78 121 182 218 253 262 310 354 393 445 505	TE: 44 51 58 78 121 182 218 253 262 310 354 393 445 505

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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: 22 56 92 201 209 286 292 297 322 374 400 451 460 489	TE: 22 56 92 201 209 286 292 297 322 374 400 451 460 489

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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: 5 56 90 126 171 172 237 269 291 296 297 314 370 404 451	TE: 5 56 90 126 171 172 237 269 291 296 297 314 370 404 451

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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: 5 30 67 97 126 154 207 250 260 291 295 314 388 403 451	TE: 5 30 67 97 126 154 207 250 260 291 295 314 388 403 451

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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: 54 62 83 90 126 192 237 284 291 296 297 314 322 388 468	TE: 54 62 83 90 126 192 237 284 291 296 297 314 322 388 468

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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: 56 97 126 154 192 193 260 269 283 291 297 322 404 451 460	TE: 56 97 126 154 192 193 260 269 283 291 297 322 404 451 460

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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: 30 42 83 117 126 193 207 231 286 288 353 388 403 404 468	TE: 30 42 83 117 126 193 207 231 286 288 353 388 403 404 468

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e.	Provide a concluding statement or section that follows from or supports the argument presented.	SE: 30 56 83 117 171 192 231 237 260 277 283 286 295 337 468	TE: 30 56 83 117 171 192 231 237 260 277 283 286 295 337 468

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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: 14 28 44 113 167 174 182 201 218 317 393 437 469 489 498	TE: 14 28 44 113 167 174 182 201 218 317 393 437 469 489 498

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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: 60 99 104 142 148 166 217 244 252 300 332 384 453 482 511	TE: 60 99 104 142 148 166 217 244 252 300 332 384 453 482 511

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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: 41 71 126 136 163 167 206 226 317 437 483	TE: 41 71 126 136 163 167 206 226 317 437 483
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: 22 92 201 209 286 374 400 489	TE: 22 92 201 209 286 374 400 489