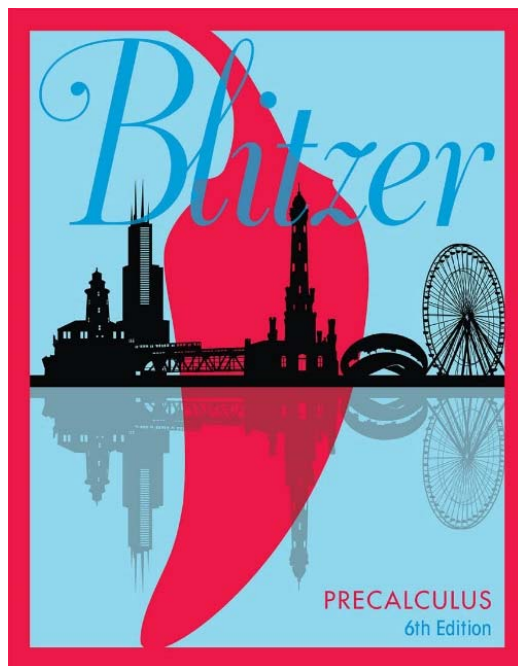


A Standards Alignment of

PreCalculus

6th Edition, ©2018



Florida Mathematics Pre-Calculus Honors

Course Code 1202340

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

BID ID: 3609
SUBMISSION TITLE: PreCalculus
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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.3.4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	SE/TE: 62-68, 95-104, 366-367
MAFS.912.A-APR.3.5	Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.	SE/TE: 1087-1091

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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MAFS.912.A-APR.4.6	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	SE/TE: 72-81, 82-83
MAFS.912.A-APR.4.7	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	SE/TE: 72-81, 82-83
MAFS.912.C.1.1	Understand the concept of limit and estimate limits from graphs and tables of values.	SE/TE: 1130-1137
MAFS.912.C.1.10	Decide if a function is continuous at a point.	SE/TE: 1156-1159, 336
MAFS.912.C.1.11	Find the types of discontinuities of a function.	SE/TE: 1158-1159

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARD ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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MAFS.912.C.1.12	Understand and use the Intermediate Value Theorem on a function over a closed interval.	SE/TE: 343-344
MAFS.912.C.1.13	Understand and apply the Extreme Value Theorem If $f(x)$ is continuous over a closed interval, then f has a maximum and a minimum on the interval.	SE/TE: 183-184
MAFS.912.C.1.2	Find limits by substitution.	SE/TE: 1131-1142
MAFS.912.C.1.3	Find limits of sums, differences, products, and quotients.	SE/TE: 1144-1149
MAFS.912.C.1.4	Find limits of rational functions that are undefined at a point.	SE/TE: 1136-1137, 387-388
MAFS.912.C.1.5	Find one-sided limits.	SE/TE: 1135-1137
MAFS.912.C.1.9	Understand continuity in terms of limits.	SE/TE: 1156-1160
MAFS.912.F-BF.1.1	Write a function that describes a relationship between two quantities. ★	SE/TE: 164-174, 175-180, 210-216, 230-240, 282-286

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARD ALIGNMENT
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a.	Determine an explicit expression, a recursive process, or steps for calculation from a context.	SE/TE: 1040-1044, 246-257
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/TE: 246-252, 258-260
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/TE: 252-257, 257-260
MAFS.912.F-BF.2.4	Find inverse functions.	SE/TE: 261-269, 269-272
a.	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i>	SE/TE: 263-266, 269-272

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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b.	Verify by composition that one function is the inverse of another.	SE/TE: 263, 269
c.	Read values of an inverse function from a graph or a table, given that the function has an inverse.	SE/TE: 262-268, 269-272
d.	Produce an invertible function from a non-invertible function by restricting the domain.	SE/TE: 268-269
MAFS.912.F-TF.1.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle; Convert between degrees and radians.	SE/TE: 520-529, 532-534, 574
MAFS.912.F-TF.1.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	SE/TE: 535-545, 547-550

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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MAFS.912.F-TF.1.3	Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number.	SE/TE: 551-559, 560-563
MAFS.912.F-TF.1.4	Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	SE/TE: 541-544, 187-188
MAFS.912.F-TF.2.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. ★	SE/TE: 592-594
MAFS.912.F-TF.2.6	Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	SE/TE: 620-624, 613-620

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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MAFS.912.F-TF.2.7	Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. ★	SE/TE: 693-702, 703-706
MAFS.912.F-TF.3.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.	SE/TE: 543, 650-660
MAFS.912.F-TF.3.9	Prove the addition and subtraction, half-angle, and double-angle formulas for sine, cosine, and tangent and use these formulas to solve problems.	SE/TE: 661-671, 672-683
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/TE: 276-279, 280-282
MAFS.912.G-GPE.1.2	Derive the equation of a parabola given a focus and directrix.	SE/TE: 985-995, 996-999
MAFS.912.G-GPE.1.3	Derive the equations of ellipses and hyperbolas given the foci and directrices.	SE/TE: 955-965, 966-968, 969-979, 980-984

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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MAFS.912.G-SRT.3.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★	SE/TE: 550-559, 560-563
MAFS.912.G-SRT.4.10	Prove the Laws of Sines and Cosines and use them to solve problems.	SE/TE: 712-719, 720-723, 724-729, 730-732
MAFS.912.G-SRT.4.11	Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	SE/TE: 712-719, 720-723, 724-729, 730-732
MAFS.912.G-SRT.4.9	Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	SE/TE: 718-719
MAFS.912.N-CN.1.3	Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	SE/TE: 310-311, 314-315, 758-764, 767-769

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARD ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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MAFS.912.N-CN.2.4	Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	SE/TE: 758-766, 767-769
MAFS.912.N-CN.2.5	Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .	SE/TE: 309-311, 314-315, 758-766, 767-769
MAFS.912.N-CN.3.9	Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	SE/TE: 372-373, 377-380
MAFS.912.N-VM.1.1	Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $ \mathbf{v} $, $ \mathbf{v} $, v).	SE/TE: 770-780, 781-785

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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MAFS.912.N-VM.1.2	Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	SE/TE: 770-775, 781-785, 789-792, 792-794
MAFS.912.N-VM.1.3	Solve problems involving velocity and other quantities that can be represented by vectors.	SE/TE: 779-780, 781-784
MAFS.912.N-VM.2.4	Add and subtract vectors.	SE/TE: 775-778, 781-784, 788
a.	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	SE/TE: 775-778, 781-784, 788
b.	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	SE/TE: 778-779, 781-784
c.	Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of \mathbf{w} , with the same magnitude as \mathbf{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	SE/TE: 775-777, 781-784

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARD ALIGNMENT
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MAFS.912.N-VM.2.5	Multiply a vector by a scalar.	SE/TE: 772-780, 781-784
a.	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.	SE/TE: 772-780, 781-784
b.	Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\ c\mathbf{v}\ = c \mathbf{v}$. Compute the direction of $c\mathbf{v}$ knowing that when $ c \mathbf{v} \neq 0$, the direction of $c\mathbf{v}$ is either along \mathbf{v} (for $c > 0$) or against \mathbf{v} (for $c < 0$).	SE/TE: 772-780, 781-784
MAFS.K12.MP.1.1	Make sense of problems and persevere in solving them.	<i>Blitzer Precalculus 6th Edition</i> is designed to help students continue developing their mathematical skills as they work through the advanced material. For examples of students making sense of and persevering in solving problems, please see: SE/TE: 151-158, 163-174, 338-347, 384-393, 459-462, 583-592, 685-687, 834-840, 1041-1047

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARD ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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MAFS.K12.MP.2.1	Reason abstractly and quantitatively.	<p><i>Blitzer Precalculus 6th Edition</i> is designed to help students continue developing their mathematical skills as they work through the advanced material. For examples of students reasoning abstractly and quantitatively, please see:</p> <p>SE/TE: 162-171, 273-281, 353-365, 493-508, 518-524, 661-671, 832-842, 882-891, 1051-1061, 1095-1105, 1130-1139</p>
MAFS.K12.MP.3.1	Construct viable arguments and critique the reasoning of others.	<p><i>Blitzer Precalculus 6th Edition</i> is designed to help students continue developing their mathematical skills as they work through the advanced material. For examples of students constructing arguments and critiquing the reasoning of others, please see "Critical Thinking Exercises," "Group Exercises," and "Explaining the Concepts" sections:</p> <p>SE/TE: 125, 227, 351-352, 508-509, 639-640, 732, 784, 852, 933-934, 967-968, 1031-1032, 1085-1086</p>
MAFS.K12.MP.4.1	Model with mathematics.	<p><i>Blitzer Precalculus 6e</i> is designed to help students continue developing their mathematical skills as they work through the advanced material. For examples of students modeling with mathematics, please see:</p> <p>SE/TE: 109-118, 150-161, 282-291, 335-344, 493-502, 745-755, 770-780, 954-963, 1001-1010, 1106-1115, 1142-1151</p>

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MAFS.K12.MP.5.1	Use appropriate tools strategically.	<p><i>Blitzer Precalculus 6th Edition</i> is designed to help students continue developing their mathematical skills as they work through the advanced material. For examples of students using tools strategically, please see:</p> <p>SE/TE: 109-119, 150-159, 181-190, 353-362, 467-476, 518-527, 650-660, 684-692, 745-755, 832-842, 866-873, 935-947, 1087-1094, 1130-1141</p>
MAFS.K12.MP.6.1	Attend to precision.	<p><i>Blitzer Precalculus 6th Edition</i> is designed to help students continue developing their mathematical skills as they work through the advanced material. For examples of students attending to precision, please see:</p> <p>SE/TE: 126-135, 162-171, 229-238, 316-325, 366-375, 493-502, 550-559, 650-660, 684-692, 882-891, 1001-1010, 1095-1104</p>
MAFS.K12.MP.7.1	Look for and make use of structure.	<p><i>Blitzer Precalculus 6th Edition</i> is designed to help students continue developing their mathematical skills as they work through the advanced material. For examples of students making use of structure, please see:</p> <p>SE/TE: 58-69, 126-135, 181-190, 273-281, 382-391, 467-476, 493-502, 564-563, 672-682, 745-755, 843-852, 1022-1031, 1095-1104, 1156-1162</p>
MAFS.K12.MP.8.1	Look for and express regularity in repeated reasoning.	<p><i>Blitzer Precalculus 6th Edition</i> is designed to help students continue developing their mathematical skills as they work through the advanced material. For examples of students expressing regularity in repeated reasoning, please see:</p> <p>SE/TE: 162-171, 273-281, 353-362, 493-502, 661-671, 684-692, 712-723, 1040-1050, 1051-1061, 1062-1071</p>

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LAFS.1112.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	Students follow multi-step procedures throughout the text. For specific examples, please see: SE/TE: 78-80, 89-90, 98-99, 266, 268, 321-322, 390-393, 406-410, 571-574
LAFS.1112.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 11–12 texts and topics.	Key terms, phrases and symbols are defined and explained within the body of the text as well as at the end of each section in the “Concept and Vocabulary Check” section. See the following examples: SE/TE: 24, 33, 39, 94-95, 266-267, 404, 498, 501, 504-505, 712-713, 719, 908, 916-917, 969-970, 980-981, 1040-1043
LAFS.1112.RST.3.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	Students integrate multiple sources of media as they complete “Technology Exercises” and read through the “Technology” sections within the text. For examples, please see: SE/TE: 271, 276, 279, 281, 584, 591, 594, 598, 823, 852, 895, 967-968, 1057
LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Students collaborate and discuss mathematical topics throughout <i>Blitzer Precalculus 6th Edition</i> . For examples, please see “Group Exercises”: SE/TE: 216, 334, 426, 466, 492, 599, 769, 874, 905, 920, 947, 1076, 1105, 1155, 1162

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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(Continued) LAFS.1112.SL.1.1	<p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>Students collaborate and discuss mathematical topics throughout <i>Blitzer Precalculus 6th Edition</i>. For examples, please see “Group Exercises”:</p> <p>SE/TE: 216, 334, 426, 466, 492, 599, 769, 874, 905, 920, 947, 1076, 1105, 1155, 1162</p>

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LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Students integrate multiple sources of media as they complete “Technology Exercises” and read through the “Technology” sections within the text. For examples, please see: SE/TE: 271, 276, 279, 281, 584, 591, 594, 598, 823, 852, 891, 895, 957, 967-968, 1057
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Students collaborate and discuss mathematical topics throughout <i>Blitzer Precalculus</i> . For examples, please see “Group Exercises”: SE/TE: 272, 426, 466, 492, 599, 769, 794, 874, 905, 920, 947, 1076, 1105, 1155, 1162
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<i>Blitzer Precalculus</i> includes opportunities for students to discuss topics and present findings as they work through instructional examples, “Group Exercises,” and “Explaining the Concepts.” For examples, please see: SE/TE: 140, 160, 215-216, 332, 334, 402, 508-509, 639-640, 732, 873-874, 983, 1050-1051, 1085-1086, 1105, 1120-1121

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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COURSE STANDARDS/BENCHMARKS (Form IM7)**

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LAFS.1112.WHST.1.1	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>	<p><i>Blitzer Precalculus 6th Edition</i> includes opportunities for students to explain mathematical concepts and present findings in writing as they complete “Explaining the Concepts.” For examples, please see:</p> <p>SE/TE: 140, 160, 215-216, 332, 334, 402, 508-509, 639-640, 732, 873-874, 983, 1050-1051, 1085-1086, 1105, 1120-1121</p>

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Continued	<p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><i>Blitzer Precalculus 6th Edition</i> includes opportunities for students to explain mathematical concepts and present findings in writing as they complete “Explaining the Concepts.” For examples, please see:</p> <p>SE/TE: 140, 160, 215-216, 332, 334, 402, 508-509, 639-640, 732, 873-874, 983, 1050-1051, 1085-1086, 1105, 1120-1121</p>
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><i>Blitzer Precalculus 6th Edition</i> includes opportunities for students to explain mathematical concepts and present findings in writing as they complete “Explaining the Concepts.” For examples, please see:</p> <p>SE/TE: 140, 160, 215-216, 332, 334, 402, 508-509, 639-640, 732, 873-874, 983, 1050-1051, 1085-1086, 1105, 1120-1121</p>

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARD 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.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.	Students draw evidence from informational texts at the beginning of each section and margin materials. For examples, please see: SE/TE: 126-135, 261-269, 335-344, 478-487, 599-607, 712-719, 824-828, 921-931, 1001-1009, 1012-1018
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	<i>Blitzer Precalculus 6th Edition</i> includes explanations, examples, and activities that help the English Language Learner to communicate mathematical concepts in different ways. For examples please see margin materials such as “Great Question!” and “Discovery” as well as “Explaining the Concepts”: SE/TE: 86-87, 90, 108, 110-111, 113-114, 125, 140, 243-244, 414, 425, 508, 682, 769, 865
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	English Language Learners collaborate and discuss mathematical topics throughout <i>Blitzer Precalculus 6th Edition</i> . As ELL students engage in Group Exercises, they communicate and connect with their peers. For examples, please see “Group Exercises”: SE/TE: 216, 334, 426, 466, 492, 599, 769, 794, 874, 905, 920, 947, 1076, 1105, 1155, 1162

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