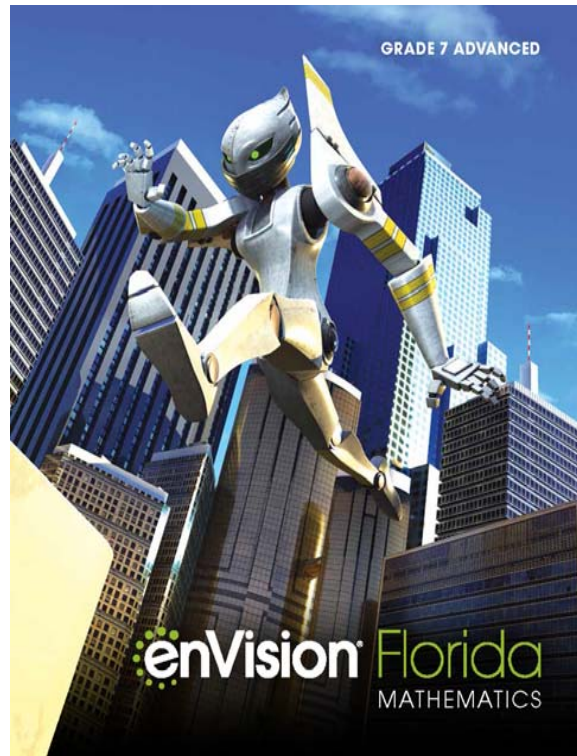


A Standards Alignment of  
**enVision Florida Mathematics**  
Grade 7 Advanced, ©2020



To  
**Florida M/J Grade 7 Mathematics Advanced**  
Course Code 1205050

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
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**BID ID:** 3596  
**SUBMISSION TITLE:** enVision Florida Mathematics  
**GRADE LEVEL:** Grade 7 Advanced  
**COURSE TITLE:** M/J Grade 7 Mathematics Advanced  
**COURSE CODE:** 1205050  
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MAFS.7.EE.2.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>	<b>SE:</b> 509–514, Lesson 9-6 525–530, Lesson 9-8 531–536, Lesson 9-9 537–538, Topic 9 Review 91–96, Lesson 2-2 97–102, Lesson 2-3 133, Topic 2 Review 597–604, Lesson 11-2 623, Topic 11 Review 439–444, Lesson 8-1 651–656, Lesson 12-4 681–682, Topic 12 Review	<b>TE:</b> 509A–514B, Lesson 9-6 525A–530B, Lesson 9-8 531A–536B, Lesson 9-9 537–538, Topic 9 Review 91A–96B, Lesson 2-2 97A–102B, Lesson 2-3 133, Topic 2 Review 597A–604B, Lesson 11-2 623, Topic 11 Review 439A–444B, Lesson 8-1 651A–656B, Lesson 12-4 681–682, Topic 12 Review

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MAFS.7.EE.2.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	<b>SE:</b> 85–90, Lesson 2-1 91–96, Lesson 2-2 97–102, Lesson 2-3 105–110, Lesson 2-4 111–116, Lesson 2-5 121–126, Lesson 2-6 127–132, Lesson 2-7 133, Topic 2 Review 501–506, Lesson 9-5 509–514, Lesson 9-6 525–530, Lesson 9-8 531–536, Lesson 9-9 537–538, Topic 9 Review	<b>TE:</b> 85A–90B, Lesson 2-1 91A–96B, Lesson 2-2 97A–102B, Lesson 2-3 105A–110B, Lesson 2-4 111A–116B, Lesson 2-5 121A–126B, Lesson 2-6 127A–132B, Lesson 2-7 133, Topic 2 Review 501A–506B, Lesson 9-5 509A–514B, Lesson 9-6 525A–530B, Lesson 9-8 531A–536B, Lesson 9-9 537–538, Topic 9 Review
a.	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>	<b>SE:</b> 85–90, Lesson 2-1 91–96, Lesson 2-2 97–102, Lesson 2-3 133, Topic 2 Review 501–506, Lesson 9-5 509–514, Lesson 9-6 525–530, Lesson 9-8 531–536, Lesson 9-9 537–538, Topic 9 Review	<b>TE:</b> 85A–90B, Lesson 2-1 91A–96B, Lesson 2-2 97A–102B, Lesson 2-3 133, Topic 2 Review 501A–506B, Lesson 9-5 509A–514B, Lesson 9-6 525A–530B, Lesson 9-8 531A–536B, Lesson 9-9 537–538, Topic 9 Review

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b.	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>	<b>SE:</b> 105–110, Lesson 2-4 111–116, Lesson 2-5 121–126, Lesson 2-6 127–132, Lesson 2-7 133, Topic 2 Review	<b>TE:</b> 105A–110B, Lesson 2-4 111A–116B, Lesson 2-5 121A–126B, Lesson 2-6 127A–132B, Lesson 2-7 133, Topic 2 Review
MAFS.7.G.1.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	<b>SE:</b> 475–480, Lesson 9-1 537–538, Topic 9 Review	<b>TE:</b> 475A–480B, Lesson 9-1 537–538, Topic 9 Review
MAFS.7.G.1.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	<b>SE:</b> 481–486, Lesson 9-2 487–494, Lesson 9-3 537–538, Topic 9 Review	<b>TE:</b> 481A–486B, Lesson 9-2 487A–494B, Lesson 9-3 537–538, Topic 9 Review

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MAFS.7.G.1.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	<b>SE:</b> 519–524, Lesson 9-7 537–538, Topic 9 Review	<b>TE:</b> 519A–524B, Lesson 9-7 537–538, Topic 9 Review
MAFS.7.G.2.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	<b>SE:</b> 501–506, Lesson 9-5 509–514, Lesson 9-6 537–538, Topic 9 Review	<b>TE:</b> 501A–506B, Lesson 9-5 509A–514B, Lesson 9-6 537–538, Topic 9 Review
MAFS.7.G.2.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	<b>SE:</b> 495–500, Lesson 9-4 537–538, Topic 9 Review	<b>TE:</b> 495A–500B, Lesson 9-4 537–538, Topic 9 Review
MAFS.7.G.2.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	<b>SE:</b> 525–530, Lesson 9-8 531–536, Lesson 9-9 537–538, Topic 9 Review	<b>TE:</b> 525A–530B, Lesson 9-8 531A–536B, Lesson 9-9 537–538, Topic 9 Review

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MAFS.7.SP.1.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	<b>SE:</b> 589–596, Lesson 11-1 597–604, Lesson 11-2 623, Topic 11 Review	<b>TE:</b> 589A–596B, Lesson 11-1 597A–604B, Lesson 11-2 623, Topic 11 Review
MAFS.7.SP.1.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	<b>SE:</b> 597–604, Lesson 11-2 623, Topic 11 Review	<b>TE:</b> 597A–604B, Lesson 11-2 623, Topic 11 Review

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MAFS.7.SP.2.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>	<b>SE:</b> 607–612, Lesson 11-3 613–618, Lesson 11-4 623, Topic 11 Review	<b>TE:</b> 607A–612B, Lesson 11-3 613A–618B, Lesson 11-4 623, Topic 11 Review
MAFS.7.SP.2.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>	<b>SE:</b> 607–612, Lesson 11-3 613–618, Lesson 11-4 623, Topic 11 Review	<b>TE:</b> 607A–612B, Lesson 11-3 613A–618B, Lesson 11-4 623, Topic 11 Review

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MAFS.7.SP.3.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	<b>SE:</b> 633–638, Lesson 12-1 681–682, Topic 12 Review	<b>TE:</b> 633A–638B, Lesson 12-1 681–682, Topic 12 Review
MAFS.7.SP.3.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>	<b>SE:</b> 639–644, Lesson 12-2 645–650, Lesson 12-3 681–682, Topic 12 Review	<b>TE:</b> 639A–644B, Lesson 12-2 645A–650B, Lesson 12-3 681–682, Topic 12 Review
MAFS.7.SP.3.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	<b>SE:</b> 645–650, Lesson 12-3 651–656, Lesson 12-4 681–682, Topic 12 Review	<b>TE:</b> 645A–650B, Lesson 12-3 651A–656B, Lesson 12-4 681–682, Topic 12 Review



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a.	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>	<b>SE:</b> 645–650, Lesson 12-3 651–656, Lesson 12-4 681–682, Topic 12 Review	<b>TE:</b> 645A–650B, Lesson 12-3 651A–656B, Lesson 12-4 681–682, Topic 12 Review
b.	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i>	<b>SE:</b> 651–656, Lesson 12-4 681–682, Topic 12 Review	<b>TE:</b> 651A–656B, Lesson 12-4 681–682, Topic 12 Review
MAFS.7.SP.3.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	<b>SE:</b> 663–668, Lesson 12-5 669–674, Lesson 12-6 675–680, Lesson 12-7 681–682, Topic 12 Review	<b>TE:</b> 663A–668B, Lesson 12-5 669A–674B, Lesson 12-6 675A–680B, Lesson 12-7 681–682, Topic 12 Review
a.	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	<b>SE:</b> 669–674, Lesson 12-6 681–682, Topic 12 Review	<b>TE:</b> 669A–674B, Lesson 12-6 681–682, Topic 12 Review

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b.	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	<b>SE:</b> 663–668, Lesson 12-5 681–682, Topic 12 Review	<b>TE:</b> 663A–668B, Lesson 12-5 681–682, Topic 12 Review
c.	Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>	<b>SE:</b> 675–680, Lesson 12-7 681–682, Topic 12 Review	<b>TE:</b> 675A–680B, Lesson 12-7 681–682, Topic 12 Review
MAFS.8.EE.1.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math>.</i>	<b>SE:</b> 39–44, Lesson 1-6 45–50, Lesson 1-7 73, Topic 1 Review	<b>TE:</b> 39A–44B, Lesson 1-6 45A–50B, Lesson 1-7 73, Topic 1 Review
MAFS.8.EE.1.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	<b>SE:</b> 25–30, Lesson 1-4 31–36, Lesson 1-5 73, Topic 1 Review	<b>TE:</b> 25A–30B, Lesson 1-4 31A–36B, Lesson 1-5 73, Topic 1 Review

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MAFS.8.EE.1.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as <math>3 \times 10^8</math> and the population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</i>	<b>SE:</b> 51–56, Lesson 1-8 73, Topic 1 Review	<b>TE:</b> 51A–56B, Lesson 1-8 73, Topic 1 Review
MAFS.8.EE.1.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	<b>SE:</b> 57–62, Lesson 1-9 67–72, Lesson 1-1 73, Topic 1 Review	<b>TE:</b> 57A–62B, Lesson 1-9 67A–72B, Lesson 1-1 73, Topic 1 Review

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MAFS.8.EE.2.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>	<b>SE:</b> 175–180, Lesson 3-5 205, Topic 3 Review	<b>TE:</b> 175A–180B, Lesson 3-5 205, Topic 3 Review
MAFS.8.EE.2.6	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .	<b>SE:</b> 181–186, Lesson 3-6 187–192, Lesson 3-7 193–198, Lesson 3-8 199–204, Lesson 3-9 205, Topic 3 Review	<b>TE:</b> 181A–186B, Lesson 3-6 187A–192B, Lesson 3-7 193A–198B, Lesson 3-8 199A–204B, Lesson 3-9 205, Topic 3 Review
MAFS.8.EE.3.7	Solve linear equations in one variable.	<b>SE:</b> 143–148, Lesson 3-1 149–154, Lesson 3-2 155–160, Lesson 3-3 161–168, Lesson 3-4 205, Topic 3 Review	<b>TE:</b> 143A–148B, Lesson 3-1 149A–154B, Lesson 3-2 155A–160B, Lesson 3-3 161A–168B, Lesson 3-4 205, Topic 3 Review

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a.	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where $a$ and $b$ are different numbers).	<b>SE:</b> 161–168, Lesson 3-4 205, Topic 3 Review	<b>TE:</b> 161A–168B, Lesson 3-4 205, Topic 3 Review
b.	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	<b>SE:</b> 143–148, Lesson 3-1 149–154, Lesson 3-2 155–160, Lesson 3-3 205, Topic 3 Review	<b>TE:</b> 143A–148B, Lesson 3-1 149A–154B, Lesson 3-2 155A–160B, Lesson 3-3 205, Topic 3 Review
MAFS.8.EE.3.8	Analyze and solve pairs of simultaneous linear equations.	<b>SE:</b> 315–320, Lesson 6-1 321–326, Lesson 6-2 329–334, Lesson 6-3 335–340, Lesson 6-4 345, Topic 6 Review	<b>TE:</b> 315A–320B, Lesson 6-1 321A–326B, Lesson 6-2 329A–334B, Lesson 6-3 335A–340B, Lesson 6-4 345, Topic 6 Review
a.	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	<b>SE:</b> 321–326, Lesson 6-2 345, Topic 6 Review	<b>TE:</b> 321A–326B, Lesson 6-2 345, Topic 6 Review

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b.	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</i>	<b>SE:</b> 315–320, Lesson 6-1 329–334, Lesson 6-3 335–340, Lesson 6-4 345, Topic 6 Review	<b>TE:</b> 315A–320B, Lesson 6-1 329A–334B, Lesson 6-3 335A–340B, Lesson 6-4 345, Topic 6 Review
c.	Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i>	<b>SE:</b> 315–320, Lesson 6-1 321–326, Lesson 6-2 329–334, Lesson 6-3 335–340, Lesson 6-4 345, Topic 6 Review	<b>TE:</b> 315A–320B, Lesson 6-1 321A–326B, Lesson 6-2 329A–334B, Lesson 6-3 335A–340B, Lesson 6-4 345, Topic 6 Review
MAFS.8.F.1.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	<b>SE:</b> 217–222, Lesson 4-1 223–228, Lesson 4-2 259, Topic 4 Review	<b>TE:</b> 217A–222B, Lesson 4-1 223A–228B, Lesson 4-2 259, Topic 4 Review

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MAFS.8.F.1.2	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 linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>	<b>SE:</b> 229–234, Lesson 4-3 241–246, Lesson 4-4 259, Topic 4 Review	<b>TE:</b> 229A–234B, Lesson 4-3 241A–246B, Lesson 4-4 259, Topic 4 Review
MAFS.8.F.1.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function <math>A = s^2</math> giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i>	<b>SE:</b> 229–234, Lesson 4-3 275–280, Lesson 5-2 281–286, Lesson 5-3 259, Topic 4 Review 305, Topic 5 Review	<b>TE:</b> 229A–234B, Lesson 4-3 275A–280B, Lesson 5-2 281A–286B, Lesson 5-3 259, Topic 4 Review 305, Topic 5 Review

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MAFS.8.F.2.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	<b>SE:</b> 241–246, Lesson 4-4 275–280, Lesson 5-2 281–286, Lesson 5-3 259, Topic 4 Review 305, Topic 5 Review	<b>TE:</b> 241A–246B, Lesson 4-4 275A–280B, Lesson 5-2 281A–286B, Lesson 5-3 259, Topic 4 Review 305, Topic 5 Review
MAFS.8.F.2.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	<b>SE:</b> 247–252, Lesson 4-5 253–258, Lesson 4-6 259, Topic 4 Review	<b>TE:</b> 247A–252B, Lesson 4-5 253A–258B, Lesson 4-6 259, Topic 4 Review



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MAFS.8.G.1.1	Verify experimentally the properties of rotations, reflections, and translations:	<b>SE:</b> 355–360, Lesson 7-1 361–366, Lesson 7-2 367–372, Lesson 7-3 373–378, Lesson 7-4 423, Topic 7 Review	<b>TE:</b> 355A–360B, Lesson 7-1 361A–366B, Lesson 7-2 367A–372B, Lesson 7-3 373A–378B, Lesson 7-4 423, Topic 7 Review
a.	Lines are taken to lines, and line segments to line segments of the same length.	<b>SE:</b> 355–360, Lesson 7-1 361–366, Lesson 7-2 367–372, Lesson 7-3 373–378, Lesson 7-4 423, Topic 7 Review	<b>TE:</b> 355A–360B, Lesson 7-1 361A–366B, Lesson 7-2 367A–372B, Lesson 7-3 373A–378B, Lesson 7-4 423, Topic 7 Review
b.	Angles are taken to angles of the same measure.	<b>SE:</b> 355–360, Lesson 7-1 361–366, Lesson 7-2 367–372, Lesson 7-3 373–378, Lesson 7-4 423, Topic 7 Review	<b>TE:</b> 355A–360B, Lesson 7-1 361A–366B, Lesson 7-2 367A–372B, Lesson 7-3 373A–378B, Lesson 7-4 423, Topic 7 Review
c.	Parallel lines are taken to parallel lines.	<b>SE:</b> 355–360, Lesson 7-1 361–366, Lesson 7-2 367–372, Lesson 7-3 373–378, Lesson 7-4 423, Topic 7 Review	<b>TE:</b> 355A–360B, Lesson 7-1 361A–366B, Lesson 7-2 367A–372B, Lesson 7-3 373A–378B, Lesson 7-4 423, Topic 7 Review

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MAFS.8.G.1.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	<b>SE:</b> 383–388, Lesson 7-5 423, Topic 7 Review	<b>TE:</b> 383A–388B, Lesson 7-5 423, Topic 7 Review
MAFS.8.G.1.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	<b>SE:</b> 355–360, Lesson 7-1 361–366, Lesson 7-2 367–372, Lesson 7-3 373–378, Lesson 7-4 383–388, Lesson 7-5 391–396, Lesson 7-6 397–402, Lesson 7-7 423, Topic 7 Review	<b>TE:</b> 355A–360B, Lesson 7-1 361A–366B, Lesson 7-2 367A–372B, Lesson 7-3 373A–378B, Lesson 7-4 383A–388B, Lesson 7-5 391A–396B, Lesson 7-6 397A–402B, Lesson 7-7 423, Topic 7 Review
MAFS.8.G.1.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	<b>SE:</b> 391–396, Lesson 7-6 397–402, Lesson 7-7 423, Topic 7 Review	<b>TE:</b> 391A–396B, Lesson 7-6 397A–402B, Lesson 7-7 423, Topic 7 Review

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MAFS.8.G.1.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>	<b>SE:</b> 403–410, Lesson 7-8 411–416, Lesson 7-9 589–5960, Lesson 11-1 423, Topic 7 Review	<b>TE:</b> 403A–410B, Lesson 7-8 411A–416B, Lesson 7-9 589A–5960B, Lesson 11-1 423, Topic 7 Review
MAFS.8.G.2.6	Explain a proof of the Pythagorean Theorem and its converse.	<b>SE:</b> 439–444, Lesson 8-1 445–450, Lesson 8-2 465, Topic 8 Review	<b>TE:</b> 439A–444B, Lesson 8-1 445A–450B, Lesson 8-2 465, Topic 8 Review
MAFS.8.G.2.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	<b>SE:</b> 439–444, Lesson 8-1 445–450, Lesson 8-2 453–458, Lesson 8-3 465, Topic 8 Review	<b>TE:</b> 439A–444B, Lesson 8-1 445A–450B, Lesson 8-2 453A–458B, Lesson 8-3 465, Topic 8 Review
MAFS.8.G.2.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	<b>SE:</b> 459–464, Lesson 8-4 465, Topic 8 Review	<b>TE:</b> 459A–464B, Lesson 8-4 465, Topic 8 Review
MAFS.8.G.3.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	<b>SE:</b> 549–554, Lesson 10-1 555–560, Lesson 10-2 563–568, Lesson 10-3 569–574, Lesson 10-4 579, Topic 10 Review	<b>TE:</b> 549A–554B, Lesson 10-1 555A–560B, Lesson 10-2 563A–568B, Lesson 10-3 569A–574B, Lesson 10-4 579, Topic 10 Review

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MAFS.8.NS.1.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	<b>SE:</b> 7–13, Lesson 1-1 13–18, Lesson 1-2 73, Topic 1 Review	<b>TE:</b> 7A–13B, Lesson 1-1 13A–18B, Lesson 1-2 73, Topic 1 Review
MAFS.8.NS.1.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$ ). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>	<b>SE:</b> 19–24, Lesson 1-3 73, Topic 1 Review	<b>TE:</b> 19A–24B, Lesson 1-3 73, Topic 1 Review
MAFS.8.SP.1.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	<b>SE:</b> 269–274, Lesson 5-1 305, Topic 5 Review	<b>TE:</b> 269A–274B, Lesson 5-1 305, Topic 5 Review

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MAFS.8.SP.1.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	<b>SE:</b> 275–280, Lesson 5-2 305, Topic 5 Review	<b>TE:</b> 275A–280B, Lesson 5-2 305, Topic 5 Review
MAFS.8.SP.1.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>	<b>SE:</b> 281–286, Lesson 5-3 305, Topic 5 Review	<b>TE:</b> 281A–286B, Lesson 5-3 305, Topic 5 Review

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MAFS.8.SP.1.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>	<b>SE:</b> 289–294, Lesson 5-4 295–300, Lesson 5-5 305, Topic 5 Review	<b>TE:</b> 289A–294B, Lesson 5-4 295A–300B, Lesson 5-5 305, Topic 5 Review

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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. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com. Each lesson begins with Problem-Based Learning, an 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. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>146</td> <td>146</td> </tr> <tr> <td>147</td> <td>147</td> </tr> <tr> <td>180</td> <td>180</td> </tr> <tr> <td>204</td> <td>204</td> </tr> <tr> <td>244</td> <td>244</td> </tr> <tr> <td>256</td> <td>256</td> </tr> <tr> <td>285-293</td> <td>285 293</td> </tr> <tr> <td>366</td> <td>366</td> </tr> <tr> <td>376</td> <td>376</td> </tr> <tr> <td>457</td> <td>457</td> </tr> <tr> <td>554</td> <td>554</td> </tr> <tr> <td>559</td> <td>559</td> </tr> <tr> <td>560</td> <td>560</td> </tr> <tr> <td>573</td> <td>573</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	146	146	147	147	180	180	204	204	244	244	256	256	285-293	285 293	366	366	376	376	457	457	554	554	559	559	560	560	573	573
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MAFS.K12.MP.2.1	Reason abstractly and quantitatively.	<p>enVision® Florida Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>12</td> <td>12</td> </tr> <tr> <td>16</td> <td>16</td> </tr> <tr> <td>18</td> <td>18</td> </tr> <tr> <td>22</td> <td>22</td> </tr> <tr> <td>48</td> <td>48</td> </tr> <tr> <td>72</td> <td>72</td> </tr> <tr> <td>152</td> <td>152</td> </tr> <tr> <td>158</td> <td>158</td> </tr> <tr> <td>166</td> <td>166</td> </tr> <tr> <td>167</td> <td>167</td> </tr> <tr> <td>184</td> <td>184</td> </tr> <tr> <td>191</td> <td>191</td> </tr> <tr> <td>232</td> <td>232</td> </tr> <tr> <td>246</td> <td>246</td> </tr> <tr> <td>274</td> <td>274</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	12	12	16	16	18	18	22	22	48	48	72	72	152	152	158	158	166	166	167	167	184	184	191	191	232	232	246	246	274	274
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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 Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program explicitly 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 process and those of others.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>16</td> <td>16</td> </tr> <tr> <td>17</td> <td>17</td> </tr> <tr> <td>22</td> <td>22</td> </tr> <tr> <td>28</td> <td>28</td> </tr> <tr> <td>30</td> <td>30</td> </tr> <tr> <td>34</td> <td>34</td> </tr> <tr> <td>36</td> <td>36</td> </tr> <tr> <td>44</td> <td>44</td> </tr> <tr> <td>49</td> <td>49</td> </tr> <tr> <td>54</td> <td>54</td> </tr> <tr> <td>56</td> <td>56</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>71</td> <td>71</td> </tr> <tr> <td>165</td> <td>165</td> </tr> <tr> <td>167</td> <td>167</td> </tr> <tr> <td>186</td> <td>186</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	16	16	17	17	22	22	28	28	30	30	34	34	36	36	44	44	49	49	54	54	56	56	60	60	71	71	165	165	167	167	186	186
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MAFS.K12.MP.4.1	Model with mathematics.	<p>Students using enVision® Florida Mathematics explicitly use mathematical modeling in each Topic during the 3-Act Math lesson. The Visual Learning Bridge also often presents real-world situations, demonstrating how these problems can be modeled mathematically.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>SE:</b></td> <td style="width: 50%;"><b>TE:</b></td> </tr> <tr> <td>24</td> <td>24</td> </tr> <tr> <td>44</td> <td>44</td> </tr> <tr> <td>148</td> <td>148</td> </tr> <tr> <td>152</td> <td>152</td> </tr> <tr> <td>153</td> <td>153</td> </tr> <tr> <td>179</td> <td>179</td> </tr> <tr> <td>191</td> <td>191</td> </tr> <tr> <td>192</td> <td>192</td> </tr> <tr> <td>197</td> <td>197</td> </tr> <tr> <td>202</td> <td>202</td> </tr> <tr> <td>203</td> <td>203</td> </tr> <tr> <td>220</td> <td>220</td> </tr> <tr> <td>226</td> <td>226</td> </tr> <tr> <td>227</td> <td>227</td> </tr> <tr> <td>228</td> <td>228</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	24	24	44	44	148	148	152	152	153	153	179	179	191	191	192	192	197	197	202	202	203	203	220	220	226	226	227	227	228	228
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MAFS.K12.MP.5.1	Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, integer chips, algebra tiles, and even pencil and paper, to digital tools, such as graphing calculators, Online Math Tools, and computers. 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.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>148</td> <td>148</td> </tr> <tr> <td>198</td> <td>198</td> </tr> <tr> <td>202</td> <td>202</td> </tr> <tr> <td>203</td> <td>203</td> </tr> <tr> <td>226</td> <td>226</td> </tr> <tr> <td>227</td> <td>227</td> </tr> <tr> <td>228</td> <td>228</td> </tr> <tr> <td>256</td> <td>256</td> </tr> <tr> <td>257</td> <td>257</td> </tr> <tr> <td>258</td> <td>258</td> </tr> <tr> <td>273</td> <td>273</td> </tr> <tr> <td>324</td> <td>324</td> </tr> <tr> <td>325</td> <td>325</td> </tr> <tr> <td>326</td> <td>326</td> </tr> <tr> <td>358</td> <td>358</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	148	148	198	198	202	202	203	203	226	226	227	227	228	228	256	256	257	257	258	258	273	273	324	324	325	325	326	326	358	358
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MAFS.K12.MP.6.1	Attend to precision.	<p>Students are expected to use mathematical terms and symbols with precision. Key terms are highlighted in each lesson and important concepts presented in the Concept Summary. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>10</td> <td>10</td> </tr> <tr> <td>23</td> <td>23</td> </tr> <tr> <td>29</td> <td>29</td> </tr> <tr> <td>34</td> <td>34</td> </tr> <tr> <td>54</td> <td>54</td> </tr> <tr> <td>55</td> <td>55</td> </tr> <tr> <td>334</td> <td>334</td> </tr> <tr> <td>400</td> <td>400</td> </tr> <tr> <td>407</td> <td>407</td> </tr> <tr> <td>408</td> <td>408</td> </tr> <tr> <td>409</td> <td>409</td> </tr> <tr> <td>410</td> <td>410</td> </tr> <tr> <td>414</td> <td>414</td> </tr> <tr> <td>415</td> <td>415</td> </tr> <tr> <td>416</td> <td>416</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	10	10	23	23	29	29	34	34	54	54	55	55	334	334	400	400	407	407	408	408	409	409	410	410	414	414	415	415	416	416
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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. For example, as students mature in their mathematical thinking, they see structure when working with problems that can be represented with the Distributive Property. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>10</td> <td>10</td> </tr> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>70</td> <td>70</td> </tr> <tr> <td>147</td> <td>147</td> </tr> <tr> <td>153</td> <td>153</td> </tr> <tr> <td>158</td> <td>158</td> </tr> <tr> <td>159</td> <td>159</td> </tr> <tr> <td>165</td> <td>165</td> </tr> <tr> <td>190</td> <td>190</td> </tr> <tr> <td>202</td> <td>202</td> </tr> <tr> <td>221</td> <td>221</td> </tr> <tr> <td>222</td> <td>222</td> </tr> <tr> <td>250</td> <td>250</td> </tr> <tr> <td>292</td> <td>292</td> </tr> <tr> <td>318</td> <td>318</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	10	10	50	50	70	70	147	147	153	153	158	158	159	159	165	165	190	190	202	202	221	221	222	222	250	250	292	292	318	318
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MAFS.K12.MP.8.1	Look for and express regularity in repeated reasoning.	<p>Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>29</td> <td>29</td> </tr> <tr> <td>43</td> <td>43</td> </tr> <tr> <td>49</td> <td>49</td> </tr> <tr> <td>61</td> <td>61</td> </tr> <tr> <td>185</td> <td>185</td> </tr> <tr> <td>300</td> <td>300</td> </tr> <tr> <td>339</td> <td>339</td> </tr> <tr> <td>376</td> <td>376</td> </tr> <tr> <td>443</td> <td>443</td> </tr> <tr> <td>449</td> <td>449</td> </tr> <tr> <td>457</td> <td>457</td> </tr> <tr> <td>573</td> <td>573</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	29	29	43	43	49	49	61	61	185	185	300	300	339	339	376	376	443	443	449	449	457	457	573	573
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LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	<p>This standard is consistently addressed in Examples with labeled Steps, exercises with scaffolded parts, and 3-Act Math lessons.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>155–160</td> <td>155–160</td> </tr> <tr> <td>565</td> <td>565</td> </tr> <tr> <td>571</td> <td>571</td> </tr> <tr> <td>10</td> <td>10</td> </tr> <tr> <td>21</td> <td>21</td> </tr> <tr> <td>337</td> <td>337</td> </tr> <tr> <td>393</td> <td>393</td> </tr> <tr> <td>461</td> <td>461</td> </tr> <tr> <td>189</td> <td>189</td> </tr> <tr> <td>331</td> <td>331</td> </tr> <tr> <td>336</td> <td>336</td> </tr> <tr> <td>374–375</td> <td>374–375</td> </tr> <tr> <td>195</td> <td>195</td> </tr> <tr> <td>201</td> <td>201</td> </tr> <tr> <td>254</td> <td>254</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	155–160	155–160	565	565	571	571	10	10	21	21	337	337	393	393	461	461	189	189	331	331	336	336	374–375	374–375	195	195	201	201	254	254
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LAFS.68.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 6–8 texts and topics.	<p>This standard is consistently addressed with highlighted vocabulary terms within lessons, exercises labeled with Vocabulary, and the Reading and Vocabulary activities.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>6</td> <td>6</td> </tr> <tr> <td>268</td> <td>268</td> </tr> <tr> <td>434</td> <td>434</td> </tr> <tr> <td>216</td> <td>216</td> </tr> <tr> <td>26</td> <td>26</td> </tr> <tr> <td>58</td> <td>58</td> </tr> <tr> <td>182</td> <td>182</td> </tr> <tr> <td>194</td> <td>194</td> </tr> <tr> <td>224–225</td> <td>224–225</td> </tr> <tr> <td>248</td> <td>248</td> </tr> <tr> <td>270–271</td> <td>270–271</td> </tr> <tr> <td>290</td> <td>290</td> </tr> <tr> <td>316</td> <td>316</td> </tr> <tr> <td>362</td> <td>362</td> </tr> <tr> <td>368</td> <td>368</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	6	6	268	268	434	434	216	216	26	26	58	58	182	182	194	194	224–225	224–225	248	248	270–271	270–271	290	290	316	316	362	362	368	368
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LAFS.68.RST.3.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	<p>This standard is consistently addressed in many of the Solve &amp; Discuss It, Explore It, and Explain It activities. The first example of each lesson also supports students in expressing a problem visually.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>148</td> <td>148</td> </tr> <tr> <td>144-145</td> <td>144-145</td> </tr> <tr> <td>156</td> <td>156</td> </tr> <tr> <td>218-222</td> <td>218-222</td> </tr> <tr> <td>224</td> <td>224</td> </tr> <tr> <td>150</td> <td>150</td> </tr> <tr> <td>32</td> <td>32</td> </tr> <tr> <td>356</td> <td>356</td> </tr> <tr> <td>454-458</td> <td>454-458</td> </tr> <tr> <td>304</td> <td>304</td> </tr> <tr> <td>549</td> <td>549</td> </tr> <tr> <td>284</td> <td>284</td> </tr> <tr> <td>229</td> <td>229</td> </tr> <tr> <td>411</td> <td>411</td> </tr> <tr> <td>241</td> <td>241</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	148	148	144-145	144-145	156	156	218-222	218-222	224	224	150	150	32	32	356	356	454-458	454-458	304	304	549	549	284	284	229	229	411	411	241	241
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LAFS.68.WHST.1.1	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>This standard is consistently addressed during exercises labeled with Convince Me! or Construct Arguments, as well as exercises that explicitly instruct students to explain or justify.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>SE:</b></td> <td style="width: 50%;"><b>TE:</b></td> </tr> <tr> <td>253</td> <td>253</td> </tr> <tr> <td>440</td> <td>440</td> </tr> <tr> <td>199</td> <td>199</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>446</td> <td>446</td> </tr> <tr> <td>46</td> <td>46</td> </tr> <tr> <td>368</td> <td>368</td> </tr> <tr> <td>374</td> <td>374</td> </tr> <tr> <td>386</td> <td>386</td> </tr> <tr> <td>412</td> <td>412</td> </tr> <tr> <td>20</td> <td>20</td> </tr> <tr> <td>52</td> <td>52</td> </tr> <tr> <td>144</td> <td>144</td> </tr> <tr> <td>176</td> <td>176</td> </tr> <tr> <td>218</td> <td>218</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	253	253	440	440	199	199	60	60	446	446	46	46	368	368	374	374	386	386	412	412	20	20	52	52	144	144	176	176	218	218
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LAFS.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>This standard is consistently addressed during exercises labeled with Convince Me! or Construct Arguments, in exercises that explicitly instruct students to explain or justify, and in the 3-Act Math lessons.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>SE:</b></td> <td style="width: 50%;"><b>TE:</b></td> </tr> <tr> <td>31</td> <td>31</td> </tr> <tr> <td>149</td> <td>149</td> </tr> <tr> <td>453</td> <td>453</td> </tr> <tr> <td>7</td> <td>7</td> </tr> <tr> <td>67</td> <td>67</td> </tr> <tr> <td>253</td> <td>253</td> </tr> <tr> <td>440</td> <td>440</td> </tr> <tr> <td>199</td> <td>199</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>446</td> <td>446</td> </tr> <tr> <td>63-66</td> <td>63-66</td> </tr> <tr> <td>237-240</td> <td>237-240</td> </tr> <tr> <td>341-344</td> <td>341-344</td> </tr> <tr> <td>435-438</td> <td>435-438</td> </tr> <tr> <td>575-578</td> <td>575-578</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	31	31	149	149	453	453	7	7	67	67	253	253	440	440	199	199	60	60	446	446	63-66	63-66	237-240	237-240	341-344	341-344	435-438	435-438	575-578	575-578
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LAFS.7.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>This standard is consistently addressed in Solve &amp; Discuss It activities, small group discussions during Step 1 of each lesson, and discussion prompts and activities throughout the Teacher’s Edition.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>SE:</b></td> <td style="width: 50%;"><b>TE:</b></td> </tr> <tr> <td>31</td> <td>31</td> </tr> <tr> <td>149</td> <td>149</td> </tr> <tr> <td>335</td> <td>335</td> </tr> <tr> <td>453</td> <td>453</td> </tr> <tr> <td>7</td> <td>7</td> </tr> <tr> <td>67</td> <td>67</td> </tr> <tr> <td>217</td> <td>217</td> </tr> <tr> <td>315</td> <td>315</td> </tr> <tr> <td>355</td> <td>355</td> </tr> <tr> <td>373</td> <td>373</td> </tr> <tr> <td>411</td> <td>411</td> </tr> <tr> <td>155</td> <td>155</td> </tr> <tr> <td>19</td> <td>19</td> </tr> <tr> <td>25</td> <td>25</td> </tr> <tr> <td>39</td> <td>39</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	31	31	149	149	335	335	453	453	7	7	67	67	217	217	315	315	355	355	373	373	411	411	155	155	19	19	25	25	39	39
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LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<p>This standard is consistently addressed when students use charts and diagrams, solve word problems, and engage in the enVision STEM projects throughout the program.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>63</td> <td>63</td> </tr> <tr> <td>171</td> <td>171</td> </tr> <tr> <td>237</td> <td>237</td> </tr> <tr> <td>301</td> <td>301</td> </tr> <tr> <td>341</td> <td>341</td> </tr> <tr> <td>140</td> <td>140</td> </tr> <tr> <td>214</td> <td>214</td> </tr> <tr> <td>312</td> <td>312</td> </tr> <tr> <td>352</td> <td>352</td> </tr> <tr> <td>546</td> <td>546</td> </tr> <tr> <td>279</td> <td>279</td> </tr> <tr> <td>273</td> <td>273</td> </tr> <tr> <td>287</td> <td>287</td> </tr> <tr> <td>270</td> <td>270</td> </tr> <tr> <td>59-62</td> <td>59-62</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	63	63	171	171	237	237	301	301	341	341	140	140	214	214	312	312	352	352	546	546	279	279	273	273	287	287	270	270	59-62	59-62
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LAFS.7.SL.1.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<p>This standard is consistently addressed during the Solve &amp; Discuss It and exercises labeled with Critique Reasoning or Error Analysis.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>304</td> <td>304</td> </tr> <tr> <td>44</td> <td>44</td> </tr> <tr> <td>167</td> <td>167</td> </tr> <tr> <td>56</td> <td>56</td> </tr> <tr> <td>71</td> <td>71</td> </tr> <tr> <td>28</td> <td>28</td> </tr> <tr> <td>36</td> <td>36</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>191</td> <td>191</td> </tr> <tr> <td>298</td> <td>298</td> </tr> <tr> <td>24</td> <td>24</td> </tr> <tr> <td>42</td> <td>42</td> </tr> <tr> <td>186</td> <td>186</td> </tr> <tr> <td>204</td> <td>204</td> </tr> <tr> <td>252</td> <td>252</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	304	304	44	44	167	167	56	56	71	71	28	28	36	36	60	60	191	191	298	298	24	24	42	42	186	186	204	204	252	252
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LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>This standard is consistently addressed during the Solve &amp; Discuss It and exercises labeled with Convince Me! or Construct Arguments.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>31</td> <td>31</td> </tr> <tr> <td>149</td> <td>149</td> </tr> <tr> <td>335</td> <td>335</td> </tr> <tr> <td>453</td> <td>453</td> </tr> <tr> <td>7</td> <td>7</td> </tr> <tr> <td>67</td> <td>67</td> </tr> <tr> <td>217</td> <td>217</td> </tr> <tr> <td>315</td> <td>315</td> </tr> <tr> <td>355</td> <td>355</td> </tr> <tr> <td>373</td> <td>373</td> </tr> <tr> <td>46</td> <td>46</td> </tr> <tr> <td>368</td> <td>368</td> </tr> <tr> <td>374</td> <td>374</td> </tr> <tr> <td>384</td> <td>384</td> </tr> <tr> <td>176</td> <td>176</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	31	31	149	149	335	335	453	453	7	7	67	67	217	217	315	315	355	355	373	373	46	46	368	368	374	374	384	384	176	176
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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.	<p>This standard is consistently addressed in Solve &amp; Discuss It activities, Do You Understand? exercises, Convince Me! exercises, and the ELL activities provided with each lesson.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>16</td> <td>16</td> </tr> <tr> <td>420</td> <td>420</td> </tr> <tr> <td>408</td> <td>408</td> </tr> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>160</td> <td>160</td> </tr> <tr> <td>323</td> <td>323</td> </tr> <tr> <td>404</td> <td>404</td> </tr> <tr> <td>176</td> <td>176</td> </tr> <tr> <td>14-15</td> <td>14-15</td> </tr> <tr> <td>41</td> <td>41</td> </tr> <tr> <td>336</td> <td>336</td> </tr> <tr> <td>230</td> <td>230</td> </tr> <tr> <td>242</td> <td>242</td> </tr> <tr> <td>270</td> <td>270</td> </tr> <tr> <td>282</td> <td>282</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	16	16	420	420	408	408	50	50	160	160	323	323	404	404	176	176	14-15	14-15	41	41	336	336	230	230	242	242	270	270	282	282
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ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p>This standard is consistently addressed in Solve &amp; Discuss It activities, small group discussions during Step 1 of each lesson, and discussion prompts and activities throughout the Teacher’s Edition.</p> <table border="0"> <tr> <td><b>SE:</b></td> <td><b>TE:</b></td> </tr> <tr> <td>10</td> <td>10</td> </tr> <tr> <td>152</td> <td>152</td> </tr> <tr> <td>404</td> <td>404</td> </tr> <tr> <td>567</td> <td>567</td> </tr> <tr> <td>151</td> <td>151</td> </tr> <tr> <td>163</td> <td>163</td> </tr> <tr> <td>317</td> <td>317</td> </tr> <tr> <td>374</td> <td>374</td> </tr> <tr> <td>455</td> <td>455</td> </tr> <tr> <td>47</td> <td>47</td> </tr> <tr> <td>335</td> <td>335</td> </tr> <tr> <td>411</td> <td>411</td> </tr> <tr> <td>39</td> <td>39</td> </tr> <tr> <td>67</td> <td>67</td> </tr> <tr> <td>229</td> <td>229</td> </tr> </table>	<b>SE:</b>	<b>TE:</b>	10	10	152	152	404	404	567	567	151	151	163	163	317	317	374	374	455	455	47	47	335	335	411	411	39	39	67	67	229	229
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