A Correlation of

Pearson CME Project
Geometry Common Core
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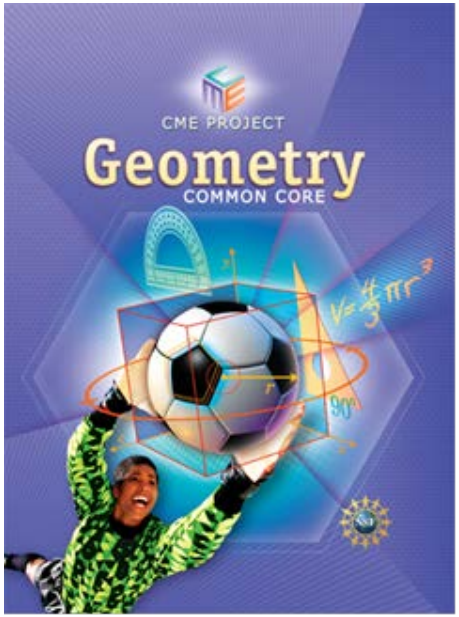

to the

California Common Core State Standards for Mathematics Standards Map
Geometry

California Common Core State Standards for Mathematics
Standards Map

Geometry

★ *Indicates a modeling standard linking mathematics to everyday life, work, and decision-making.*
(+) *Indicates additional mathematics to prepare students for advanced courses.*

			Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language**[1]	**Publisher Citations**	**Y**	**N**	**Reviewer Notes**
	GEOMETRY				
Domain	**CONGRUENCE**				
Cluster	**Experiment with transformations in the plane.**				
G-CO 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/TE:** 12, 75, 76, 382, 601, 602, 607, 655			
G-CO 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/TE:** 554-555, 556 (#2), 557 (#7-8), 558 (#10), 561-564, 565-568, 571-574, 575-578			

[1] For some standards that appear in multiple courses (e.g., Geometry and Mathematics I), some examples included in the language of the standard that did not apply to this standards map were removed.

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
G-CO 3.	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	**SE/TE:** 570-574, 575-577			
G-CO 4.	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	**SE/TE:** 551-553, 554-557, 558 (#10), 559, 561-562, 565-566, 567 (#8), 568 (#9-10), 570-574, 575-577			
G-CO 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/TE:** 551-553, 554-557, 559, 562, 566, 571, 574 (#7-8), 576 (#3-7), 577 (#8, 10-12), 585 (#6, 8), 587 (#10-12)			
Cluster	**Understand congruence in terms of rigid motions.** [Build on rigid motions as a familiar starting point for development of concept of geometric proof.]				
G-CO 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/TE:** 73-74, 75-78, 579-583, 584-587			
G-CO 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/TE:** 73-74, 582-583, 585 (#6, 8), 586 (#9), 587			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
G-CO 8.	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	**SE/TE:** 73-74, 582-583, 585 (#6, 8), 586 (#9), 587			
Cluster	**Prove geometric theorems.** [Focus on validity of underlying reasoning while using variety of ways of writing proofs.]				
G-CO 9.	Prove theorems about lines and angles. *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.*	**SE/TE:** 29-30, 89-90, 91-94, 95 (#6-7), 98-100, 105-106, 107 (#2), 109 (#4), 109 (#6), 135-140			
G-CO 10.	Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; 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.*	**SE/TE:** 107, 111 (#15), 135-136, 137, 138 (#8), 140 (#18), 156 (#32), 161 (Chapter 2 Project), 189-190, 472-473, 474 (#1, 4)			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
G-CO 11.	Prove theorems about parallelograms. *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.*	**SE/TE:** 151-153, 154-155, 156 (#31), 158 (#1, 7-11), 159 (#15-16)			
Cluster	**Make geometric constructions.** [Formalize and explain processes.]				
G-CO 12.	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *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.*	**SE/TE:** 19-22, 27-30, 30-33, 34 (#2), 37-38, 40-41, 43-44, 46			
G-CO 13.	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	**SE/TE:** 42, 43 (#4), 47 (#1), 363, 417 (#3)			

		Publisher Citations	Meets Standard		For Reviewer Use Only
Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Domain	**SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY**				
Cluster	**Understand similarity in terms of similarity transformations.**				
G-SRT 1a.	Verify experimentally the properties of dilations given by a center and a scale factor: 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/TE:** 295-301			
G-SRT 1b.	Verify experimentally the properties of dilations given by a center and a scale factor: The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	**SE/TE:** 295-301			
G-SRT 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/TE:** 324 (#6-9), 325-326, 327-329, 330-334, 335-337			
G-SRT 3.	Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.	**SE/TE:** 330-331, 335 (#2, 5), 336 (#9)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Cluster	**Prove theorems involving similarity.**				
G-SRT 4.	Prove theorems about triangles. *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.*	**SE/TE:** 309-311, 311 (#6), 313-316, 317-318, 320 (#11), 466-467			
G-SRT 5.	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	**SE/TE:** 80 (#5-7), 81 (#8-11), 84 (#3-4), 85 (#5-12), 86, 330-334, 335-337, 459 (#12), 483-484			
Cluster	**Define trigonometric ratios and solve problems involving right triangles.**				
G-SRT 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/TE:** 488-493, 494 (#19-20)			
G-SRT 7.	Explain and use the relationship between the sine and cosine of complementary angles.	**SE/TE:** 489, 490 (#5), 492 (#6, 11)			
G-SRT 8.	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★	**SE/TE:** 222 (#3), 223 (#8), 227 (#9), 228 (#12, 14-15), 487 (#9-10), 491 (#5), 493 (#18)			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
G-SRT 8.1	**Derive and use the trigonometric ratios for special right triangles (30°, 60°, 90°and 45°, 45°, 90°). CA**	Students explore special right triangles and learn and apply the ratios of the lengths of the sides in those triangles. In a separate lesson, students explore and apply trigonometric ratios to solve problems involving right triangles. **SE/TE:** 483-487, 488-494			
Cluster	**Apply trigonometry to general triangles.**				
G-SRT 9.	(+) Derive the formula $A = 1/2\ ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	**SE/TE:** 495-496, 499 (#4-5, 7-8), 501 (#21)			
G-SRT 10.	(+) Prove the Laws of Sines and Cosines and use them to solve problems.	**SE/TE:** 502-503, 504-505			
G-SRT 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:** 506-508			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Domain	**CIRCLES**				
Cluster	**Understand and apply theorems about circles.**				
G-C 1.	Prove that all circles are similar.	**SE/TE:** 375, 376 (#6), 386			
G-C 2.	Identify and describe relationships among inscribed angles, radii, and chords. *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.*	**SE/TE:** 54 (#1), 55 (#5-6), 397-398, 399 (#7), 400-402, 403-407, 408-410, 411 (#1-4, 6-7), 412-413, 420-423, 424-426			
G-C 3.	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	**SE/TE:** 414-416, 417-419			
G-C 4.	(+) Construct a tangent line from a point outside a given circle to the circle.	**SE/TE:** 420-421, 424 (#3)			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
Cluster	**Find arc lengths and areas of sectors of circles.** [Radian introduced only as unit of measure]				
G-C 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. **Convert between degrees and radians. CA**	**SE/TE:** 379, 381, 383, 386-392, 393-394, 440			
Domain	**EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS**				
Cluster	**Translate between the geometric description and the equation for a conic section.**				
G-GPE 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:** 646-647 (Chapter 7 Project)			
G-GPE 2.	Derive the equation of a parabola given a focus and directrix.	This standard is addressed in CME Project Precalculus: **SE/TE:** 444-449, 475-480, 492-497			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
Cluster	**Use coordinates to prove simple geometric theorems algebraically.** [Include distance formula; relate to Pythagorean Theorem.]				
G-GPE 4.	Use coordinates to prove simple geometric theorems algebraically. *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, √3) lies on the circle centered at the origin and containing the point (0, 2).*	**SE/TE:** 591-592, 593 (#8-10), 594-595, 605 (#5-6), 608 (#10), 607-608, 611 (#10-12)			
G-GPE 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/TE:** 601-603, 607-608, 609, 610 (#5-6), 611 (#11-12)			
G-GPE 6.	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	**SE/TE:** 597, 598 (#1), 599 (#12, 15-16), 600 (#19)			
G-GPE 7.	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. ★	For related content, please see: **SE/TE:** 594, 598 (#3), 599 (#8)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
Domain	**GEOMETRIC MEASUREMENT AND DIMENSION**				
Cluster	**Explain volume formulas and use them to solve problems.**				
G-GMD 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. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*	**SE/TE:** 241, 249, 250, 370, 377-378, 382, 513-514, 513-514, 519, 526-529, 530 (#1, 5), 541 (Chapter 6 Project)			
G-GMD 3.	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ★	**SE/TE:** 251 (#1-4, 6-7), 252 (#9, 11-12), 372 (#8), 378 (#1), 382 (#5), 530 (#2-4, 6)			
Cluster	**Visualize relationships between two-dimensional and three-dimensional objects.**				
G-GMD 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.	For related content, please see: **SE/TE:** 513, 514, 516 (#8-9), 519, 520 (#1), 523 (#11-12)			
G-GMD 5.	**Know that the effect of a scale factor *k* greater than zero on length, area, and volume is to multiply each by *k*, k^2, and k^3, respectively; determine length, area and volume measures using scale factors. CA**	**SE/TE:** 263-265, 266-273, 274-277, 278-280, 281-286, 287, 289-290, 291-294, 295-301, 302, 338-342, 513-517			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
G-GMD 6.	**Verify experimentally that in a triangle, angles opposite longer sides are larger, sides opposite larger angles are longer, and the sum of any two side lengths is greater than the remaining side length; apply these relationships to solve real-world and mathematical problems. CA**	**SE/TE:** 7, 136, 140, 448-449, 603-604, 606			
Domain	**MODELING WITH GEOMETRY**				
Cluster	**Apply geometric concepts in modeling situations.**				
G-MG 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). ★	For related content, please see: **SE/TE:** 238 (#5), 251 (#4-8), 252 (#9-11), 257 (#7, 9), 380 (#8)			
G-MG 2.	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★	For related content, please see: **SE/TE:** 338-340, 341 (#1-5), 342			
G-MG 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/TE:** 675-678, 679 (#4-11), 681-683			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
	STATISTICS AND PROBABILITY				
Domain	**CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY**				
Cluster	**Understand independence and conditional probability and use them to interpret data.** [Link to data from simulations or experiments.]				
S-CP 1.	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").★	This standard is addressed in CME Project Precalculus: **SE/TE:** 541-547			
S-CP 2.	Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.★	This standard is addressed in CME Project Precalculus: **SE/TE:** 541-547			
S-CP 3.	Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.★	This standard is addressed in CME Project Precalculus: **SE/TE:** 571-577, 578-583			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
S-CP 4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*★	This standard is addressed in CME Project Precalculus: **SE/TE:** 571-577, 578-583			
S-CP 5.	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.★	This standard is addressed in CME Project Precalculus: **SE/TE:** 571-577, 578-583			
Cluster	**Use the rules of probability to compute probabilities of compound events in a uniform probability model.**				
S-CP 6.	Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model.★	This standard is addressed in CME Project Precalculus: **SE/TE:** 571-577, 578-583			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
S-CP 7.	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.★	This standard is addressed in CME Project Precalculus: **SE/TE:** 541-547			
S-CP 8.	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B\|A) = P(B)P(A\|B)$, and interpret the answer in terms of the model.★	This standard is addressed in CME Project Precalculus: **SE/TE:** 571-577, 578-583			
S-CP 9.	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.★	This standard is addressed in CME Project Precalculus: **SE/TE:** 541-547, 548-553, 554-561, 605-609, 610-614			
Domain	**USING PROBABILITY TO MAKE DECISIONS**				
Cluster	**Use probability to evaluate outcomes of decisions.** [Introductory; apply counting rules.]				
S-MD 6.	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).★	This standard is addressed in CME Project Precalculus: **SE/TE:** 539-540, 541-547			
S-MD 7.	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).★	This standard is addressed in CME Project Precalculus: **SE/TE:** 562-569			

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Standard No.	**Standard Language[1]**	**Publisher Citations**	**Y**	**N**	**Reviewer Notes**
	MATHEMATICAL PRACTICES				
MP 1.	Make sense of problems and persevere in solving them.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 149 (#2-8), 201 (#1), 244 (#1), 225 (#5) **On Your Own:** 110 (#9), 150 (#13-17), 154 (#9-14), 155 (#15-28), 156 (#32), 228 (#11), 311 (#6), 319 (#4), 329 (#8), 383 (#5), 413 (#14)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 2.	Reason abstractly and quantitatively.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 271 (#7-8), 341 (#3), 643 (#3) **On Your Own:** 97 (#5), 102 (#7-8), 233 (#8), 239 (#6, 9), 336 (#10), 380 (#9), 412 (#9) **Maintain Your Skills:** 273 (#16), 406 (#12-14), 644 (#11-12)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 3.	Construct viable arguments and critique the reasoning of others.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 102 (#4), 109 (#7), 154 (#1-5), 335 (#3-4), 678 (#1-2) **On Your Own:** 97 (#6), 110 (#10-11), 121 (#6, 8), 155 (#30), 159 (#18-23), 245 (#8), 286 (#10-11) **Maintain Your Skills:** 150 (#21-25), 156 (#33-37), 252 (#16)			

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Standard No.	**Standard Language**[1]		**Y**	**N**	**Reviewer Notes**
MP 3.1	**Students build proofs by induction and proofs by contradiction. CA** [for higher mathematics only].	N/A			
MP 4.	Model with mathematics.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 20 (#1-4), 271 (#7), 299 (#7-8), 411 (#3), 418 (#5) **On Your Own:** 228 (#12), 300 (#9-11), 336 (#11), 419 (#11), 425 (#7, 9) **Maintain Your Skills:** 26 (#11-13), 239 (#11-13)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 5.	Use appropriate tools strategically.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 40 (#1-2), 41 (#3), 43 (#1-4), 54 (#1-4), 62 (#5-6), 109 (#7), 417 (#3) **On Your Own:** 56 (#10), 63 (#9), 290 (#9), 492 (#110) **Maintain Your Skills:** 18 (#7-12), 38 (#8), 46 (#15-17), 63 (#11), 90 (#7-9)			

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Standard No.	**Standard Language[1]**	**Publisher Citations**	**Y**	**N**	**Reviewer Notes**
MP 6.	Attend to precision.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 101 (#1), 108 (#1), 222 (#3), 251 (#1), 390 (#4) **On Your Own:** 222 (#5-6), 227 (#6-9), 245 (#4-7) **Maintain Your Skills:** 104 (#11), 111 (#15), 265 (#10), 337 (#15-18), 342 (#9-12), 381 (#10)			

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Standard No.	**Standard Language[1]**	**Publisher Citations**	**Y**	**N**	**Reviewer Notes**
MP 7.	Look for and make use of structure.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 101 (#2-3), 238 (#3), 335 (#5) **On Your Own:** 227 (#5), 239 (#70, 329 (#7-8), 405 (#11), 679 (#8) **Maintain Your Skills:** 234 (#11-13)			

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Standard No.	**Standard Language[1]**		**Y**	**N**	**Reviewer Notes**
MP 8.	Look for and express regularity in repeated reasoning.	The goal of the CME project is for students to engage in different activities to develop a deep understanding of mathematics. In addition to providing extensive practice in critical thinking and problem-solving skills, the problems are geared to engage students in communicating and exploring mathematics with In-Class Experiments and Project. Each investigation includes a Getting Started lesson that activates prior knowledge and explores new ideas. Mind in Action offers opportunities for communication and reflection through student-student and student-teacher dialogues. **SE/TE:** **Checking Your Understanding:** 318 (#1-3) **Maintain Your Skills:** 290 (#11), 329 (#10), 337 (#16-18), 384 (#10), 432 (#11-14), 476 (#9-10)			