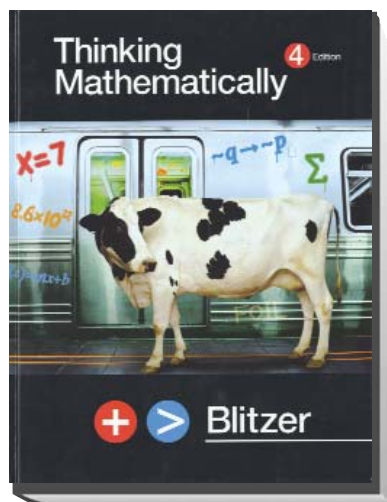


Prentice Hall

Thinking Mathematically, 4th Edition
(Title ID: 1479) © 2008 (Blitzer)



C O R R E L A T E D T O

Liberal Arts Mathematics

(Course Number 1208300; Intended Grade Level 9-12)

2009-2010 Florida Instructional Materials Adoption Publisher's Questionnaire

Identification of Submission

Bid ID: 1479

Subject Area in which Submitting: Mathematics

Category/Course for which Submitting: Liberal Arts Mathematics

Intended Grade Levels: 9-12

Primary Major Tool Format: Print based

Publisher: Pearson Education, Inc., publishing as Prentice Hall

Title of Submission: Thinking Mathematically

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Robert Blitzer: Mr. Blitzer is a native of Manhattan and received a Bachelor of Arts degree with dual majors in mathematics and psychology (minor: English literature) from the City College of New York. His unusual combination of academic interests led him toward a Master of Arts in mathematics from the University of Miami and a doctorate in behavioral sciences from Nova University. Bob is most energized by teaching mathematics and has taught a variety of mathematics courses at Miami-Dade College for nearly 30 years. He has received numerous teaching awards, including Innovator of the Year from the League for Innovations in the Community College, and was among the first group of recipients at Miami-Dade College for an endowed chair based on excellence in the classroom. Bob has written Intermediate Algebra for College Students, introductory Algebra for College Students, Essentials of Intermediate Algebra for College Students, Introductory and Intermediate Algebra for College Students, Essentials of Introductory and Intermediate Algebra for College Students, Algebra for College Students, Thinking Mathematically, College Algebra, Algebra and Trigonometry, and Precalculus, all published by Pearson Prentice Hall.

Students: Describe the type(s) of students for which this submission is intended.

For students taking Florida's Liberal Arts Math course.

Description of Submission

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL.

The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach

(The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Response:

This general survey of mathematical topics helps diverse students, with different backgrounds and career plans, to succeed in mathematics. Blitzer provides the applications and technology students need to gain an appreciation of mathematics. His goal is to demonstrate how mathematics can be applied to students' lives in interesting, enjoyable, and meaningful ways.

Major Tool - Student Components

Describe each of the components, including a format description.

Response:

Printed textbook with CD. • Abundant step-by-step, annotated Examples – Give students a problem-solving approach to reach the solution. • Check Point Examples – Each worked example is followed by a similar matched example. • Extensive, well-organized exercise sets that precisely parallel Examples at the end of each section: • Unique Chapter- and Section-Opening Vignettes—highlighting an every day scenario that is revisited in the course of the chapter. • Explanatory Voice Balloons— Used to demystify mathematics. • Clearly stated Section Objectives—Help students recognize and focus on the most important ideas, and appear in the margin at their point of use. • Chapter Tests – Enable students to assess their understanding of the contents from the chapter. • Bound into the book are the Chapter Test Prep Videos. This comprehensive set of videos where each exercise from the chapter tests is worked out by an instructor. The videos provide excellent support for students who require additional assistance, for distance learning and self-paced programs, or for students who missed class.

Major Tool - Teacher Components

Describe each of the components, including a format description.

Response:

Provides answers to all exercises in the back of the text. Also, bound into the book are the Chapter Test Prep Videos. This comprehensive set of videos where each exercise from the chapter tests is worked out by an instructor. The videos provide excellent support for students who require additional assistance, for distance learning and self-paced programs, or for students who missed class.

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS.

Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components

Describe each of the components, including a format description.

Response:

Student Solutions Manual (printed): Fully worked solutions to odd-numbered exercises and all check points. Student Workbook (softcover)- developed especially for high school students; provides additional practice and review. CD Lecture Series: A comprehensive set of videos, in which examples from the textbook are worked out by an instructor. The videos provide excellent support for students who require additional assistance, for distance learning and self-paced programs, or for students who missed class.

Ancillary Materials - Teacher Components

Describe each of the components, including a format description.

Response:

Instructor's Solutions Manual (printed): This manual contains detailed, worked-out solutions to all exercises in the text. TestGen CD: Enables teachers to build, edit, print, and administer tests using a computerized bank of questions developed to cover all the objectives of the text. TestGen is algorithmically based, allowing instructors to create multiple but equivalent versions of the same question or test with the click of a button. Instructors can also modify test bank questions or add new questions. Tests can be printed or administered online. CD Lecture Series: A comprehensive set of videos, in which examples from the textbook are worked out by an instructor. The videos provide excellent support for students who require additional assistance, for distance learning and self-paced programs, or for students who missed class. Chapter Test Prep Video Replacement CD (included in Student Edition and Teacher's Edition): contain worked-out solutions to every exercise in every chapter test. An instructor walks students through each exercise step-by-step, allowing students to pause and watch again as needed. This valuable study tool comes with every new copy of the textbook. Test Item File (Download): Test bank derived from TestGen.

3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM?

Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course

for which it is submitted.

Response:

15 chapters with 77 subtopics intended for a full-year course of study.

4. WHAT TRAINING/INSERVICE IS AVAILABLE?

Describe the training/in-service available from the publisher for successful implementation of the program, the type of in-service available and how it may be obtained.

(The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

Response:

In-person in-service available.

5. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

Briefly list and describe the hardware/equipment needed to implement the submission in the classroom.

REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

Response:

See attached.

6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY?

If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

- Applicable - See attachment - Type of license: see attached
 NOT Applicable

7. WHAT STATES HAVE ADOPTED THE SUBMISSION?

List some of the states in which this submission is currently adopted.

Response:

North Carolina, Florida, Maryland, New York, Virginia, Texas, California, Ohio

8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

- NOT Applicable

Preparation of Questionnaire

Provide the contact information for the person preparing the questionnaire.

Name: Courtney Marsh

Title: Marketing Manager

Mailing Address: 501 Boylston St.

City: Boston

State: MA

Zip: 02116

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Video Lectures on CD

WINDOWS: Intel Premium 700 mhz processor; Windows 2000 (Service Pack 4), XP, or Vista
800 x 600 resolution; 8x CD drive; Quick Time 7.x; sound card; internet browser.

Macintosh: Power PC or Intel 300 Mhz processor; Mac 10.x; 800 x 600 resolution monitor; 8x
CD Drive; Quick Time 7; Internet Browser

TestGen

System Requirements:

- CD-ROM drive
- Windows NT/2000/XP
- 233 Mhz or Higher
- RAM: 128 MB

Other software you will need:

Adobe Acrobat Reader; presentation software; Test Gen application (downloadable from Pearson); Microsoft Word 97-2000 Viewer from the Microsoft website Microsoft PowerPoint Viewer 2003. If you are not using Windows XP, Vista, or Mac OS X, you will need an extraction utility, such as WinZip® or PKWARE® Zip Reader (for ZIP files) or StuffIt® Expander (for SIT files). You can download free or evaluation versions or purchase this software

MyFinLit Lab

Most MyFinLitLab courses support either Windows® or Macintosh® operating systems and a supported version of Microsoft Internet Explorer®, Firefox®, or Safari®. System requirements may vary depending on your course. To check the requirements for your specific course:

- Go to the MyFinLitLab Browser Check (some courses have the Installation Wizard instead).
- Select your textbook from the drop-down menu and click Submit.
- Click the System Requirements link on the first page of the Browser Check (or Installation Wizard) to review what you need.

Basic requirements for all MyFinLitLab courses:

- Internet connection: Cable/DSL, T1, or other high-speed for multimedia content; 56k modem (minimum) for tutorials, homework, and testing.
- Memory: 64 MB RAM minimum
- Monitor resolution: 1024 x 768
- Plug-ins: You need certain plug-ins and players from the MyFinLitLab Browser Check or Installation Wizard (also found inside your course)

ExamView Test Bank CD-ROM (ExamView version 6.2)

Windows 98, ME, 2000, XP

CD-ROM drive

At least 100 MB hard disk space available

32 MB available RAM (64 MB RAM recommended)

Macintosh
 OS X 10.2, 10.3, 10.4
 CD-ROM drive
 At least 100 MB hard disk space available
 32 MB available RAM (64 MB RAM recommended)

TeacherExpress CD-ROM: Lesson Planner and Teacher Resources
PresentationExpress: PowerPoint® Presentation software

Windows	Macintosh
Windows 2000, XP	OS X 10.2, 10.3, 10.4
4x CD-ROM drive	4x CD-ROM drive
At least 100 MB hard disk space available	At least 100 MB hard disk space available
128 MB available RAM (256 MB RAM recommended)	128 MB available RAM (256 MB RAM recommended)
Internet Explorer 6.0 (required browser)	Safari 2.x (required browser)

Other Software You will Need
Microsoft® PowerPoint® 98-2003
Macromedia® Flash Player 8.5
QuickTime® 6
Adobe Reader® 7

StudentExpress CD-ROM

Windows	Macintosh
Windows 2000, XP	OS X 10.2, 10.3, 10.4
4x CD-ROM drive	4x CD-ROM drive
At least 100 MB hard disk space available	At least 100 MB hard disk space available
128 MB available RAM (256 MB RAM recommended)	128 MB available RAM (256 MB RAM recommended)
Internet Explorer 6.0 (required browser)	Safari 2.x (required browser)

Other Software You will Need
Shockwave Player 8.5
Macromedia® Flash Player 8.5
QuickTime® 6
Adobe Reader® 7
Java Runtime Environment available at http://www.java.com/en

Pearson Technical Support: 1-800-234-5832
 Email: technical.support@pearson.com
 Website: www.phschool.com/tech_support

MathXL® Tutorials on CD

WINDOWS

- Windows® 98/2000/NT/XP
- RAM - 64MB
- Monitor - 800x600
- CD-ROM - Two-speed (2X) drive
- Sound Card - 8-bit
- THIRD-PARTY SOFTWARE :
 - QuickTime® Player

[For Liberal Arts Math MathXL for School CD-ROM only]

WINDOWS

- Windows® 2000/XP/Vista
- RAM - 64MB
- Monitor - 800x600
- CD-ROM - Two-speed (2X) drive
- Sound Card - 8-bit
- THIRD-PARTY SOFTWARE - The following software will install when you run the "Start Here" file provided on CD1. However, you can also download the required software from the website listed below.
 - Adobe® AIR™ <http://get.adobe.com/air/>

MACINTOSH

- Mac OS X 10.4.11 or higher
- RAM - 64MB
- Monitor - 800x600
- CD-ROM - Two-speed (2X) drive
- Sound Card - 8-bit
- THIRD-PARTY SOFTWARE - The following software will install when you run the "Start Here" file provided on CD1. However, you can also download the required software from the website listed below.
 - Adobe® AIR™ <http://get.adobe.com/air/>

If you need assistance, please visit our Technical Support website at <http://247pearsoned.custhelp.com>

MathXL for School (online)

Most MathXL for School courses support either Windows® or Macintosh® operating systems and a supported version of Microsoft Internet Explorer®, Firefox®, or Safari®. System requirements may vary depending on your course. To check the requirements for your specific course:

- Go to the MathXL for School Browser Check (some courses have the Installation Wizard instead).

- Select your textbook from the drop-down menu and click Submit.
- Click the System Requirements link on the first page of the Browser Check (or Installation Wizard) to review what you need.

Basic requirements for all MathXL for School courses:

- Internet connection: Cable/DSL, T1, or other high-speed for multimedia content; 56k modem (minimum) for tutorials, homework, and testing.
- Memory: 64 MB RAM minimum
- Monitor resolution: 1024 x 768 or higher
- Plug-ins: You need certain plug-ins and players from the MathXL for School Browser Check or Installation Wizard (found inside your course)

Chapter Test Prep Video:

System Requirements

Windows® Users:

- Pentium II 300 MHz processor
- Windows XP Service Pack 2 or Vista
- In addition to the minimum RAM required by the operating system, this CD-ROM requires 64 MB RAM
- 71 MB available hard drive space (optional - for minimum QuickTime installation if necessary)
- 800 x 600 resolution
- 8x or faster CD-ROM drive
- QuickTime 7.x (for best performance we recommend version 7.4 or higher)
- Sound card

Macintosh® Users:

- Mac OS 10.x
- In addition to the minimum RAM required by the operating system, this CD-ROM requires 64 MB RAM
- 25 MB available hard drive space (optional - for minimum QuickTime installation if necessary)
- 800 x 600 resolution
- 8x or faster CD-ROM drive
- QuickTime 7.x (for best performance we recommend version 7.4 or higher)

Instructor Resource CD-Rom

System Requirements - Windows

- * Windows: This application requires Windows 2000, XP or Vista
- * In addition to the minimum RAM requirements required by the operating system you are running, this CD-ROM requires no additional RAM
- * Internet Explorer or Firefox Web browsers can be used
- * Microsoft PowerPoint to read PowerPoint files
- * Microsoft Word to read Word files
- * Adobe Acrobat Reader version 7.0, 8.0, or 9.0 to read PDF files
- * Internet connection (optional)
- * A printer is required to print files.

System Requirements - Macintosh

- * Macintosh: This application requires a G3 processor (OS 9 or OSX)
- * 6 Megs Free RAM.
- * Safari 3.0 Web browser recommended
- * Microsoft PowerPoint to read PowerPoint files
- * Microsoft Word to read Word files
- * Adobe Acrobat Reader version 7.0, 8.0, or 9.0 to read PDF files
- * Internet connection (optional)
- * A printer is required to print files.

Teacher Express or other TE product containing PDFs:

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CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	Mathematics
GRADE LEVEL:	9-12
COURSE TITLE:	Liberal Arts Mathematics
COURSE CODE:	1208300
SUBMISSION TITLE:	Thinking Mathematically, 4th Edition by Blitzer © 2008
TITLE ID:	1479
PUBLISHER:	Pearson publishing as Prentice Hall
PUBLISHER ID:	22-160-3684-03

					*I/M = INDEPTH OR MENTIONED				
					Committee Member Evaluation (Committee Member Use Only)				
BENCHMARK CODE	BENCHMARKS	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;		SE/TE: 46-50, 109-112, 115-119, 608, 615, 620-621	I					
LA.910.4.2.1	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);		SE/TE: 108-111, 115-119, 127-131, 141-145	I					
MA.912.A.1.3	Simplify real number expressions using the laws of exponents.	Low	SE/TE: 278-272 SE/TE: 196-197	I M					
MA.912.A.1.4	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers) using multi-step and real-world problems.	Moderate	SE/TE: 240-241, 264-268, 278-281, 283-285	I					
MA.912.A.1.8	Use the zero product property of real numbers in a variety of contexts to identify solutions to equations.	Moderate	SE/TE: 354-356	M					
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate	SE/TE: 684-688	I					
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate	SE/TE: 684-688	I					
MA.912.A.2.3	Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.	Moderate	SE/TE: 375 SE/TE: 371-375	M I					
MA.912.A.3.3	Solve literal equations for a specified variable.	Moderate	SE/TE: 318-320, 335-338	I					
MA.912.A.3.4	Solve and graph simple and compound inequalities in one variable and be able to justify each step in a solution.	Moderate	SE/TE: 306 SE/TE: 342-346, 408-409	M I					
MA.912.A.3.5	Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.	Moderate	SE/TE: 328, 333, 338, 345	I					
MA.912.A.3.7	Rewrite equations of a line into slope-intercept form and standard form.	Low	SE/TE: 383-386	M					
MA.912.A.3.8	Graph a line given any of the following information: a table of values, the x- and y-intercepts, two points, the slope and a point, the equation of the line in slope-intercept form, standard form, or point-slope form.	Moderate	SE/TE: 369-373, 380-381, 383-385	I					
MA.912.A.3.9	Determine the slope, x-intercept, and y-intercept of a line given its graph, its equation, or two points on the line.	Moderate	SE/TE: 380-381, 383-386	I					

BENCHMARK CODE	BENCHMARKS	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.912.A.3.10	Write an equation of a line given any of the following information: two points on the line, its slope and one point on the line, or its graph. Also, find an equation of a new line parallel to a given line, or perpendicular to a given line, through a given point on the new line.	Moderate	SE/TE: 380-381, 383-386	I					
MA.912.A.3.11	Write an equation of a line that models a data set, and use the equation or the graph to make predictions. Describe the slope of the line in terms of the data, recognizing that the slope is the rate of change.	High	SE/TE: 370-373, 388	I					
MA.912.A.3.13	Use a graph to approximate the solution of a system of linear equations or inequalities in two variables with and without technology.	Moderate	SE/TE: 400-402	I					
MA.912.A.7.2	Solve quadratic equations over the real numbers by factoring and by using the quadratic formula.	Moderate	SE/TE: 349-352, 354-358	I					
MA.912.G.1.1	Find the lengths and midpoints of line segments in two-dimensional coordinate systems.	Moderate							
MA.912.G.1.4	Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.	Moderate	SE/TE: 381-382	M					
MA.912.G.2.3	Use properties of congruent and similar polygons to solve mathematical or real-world problems.	High	SE/TE: 549-550	M					
MA.912.G.2.5	Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.).	Moderate	SE/TE: 551-553, 564-567	M					
MA.912.G.2.7	Determine how changes in dimensions affect the perimeter and area of common geometric figures.	Moderate							
MA.912.G.3.1	Describe, classify, and compare relationships among quadrilaterals including the square, rectangle, rhombus, parallelogram, trapezoid, and kite.	Moderate	SE/TE: 557	M					
MA.912.G.4.4	Use properties of congruent and similar triangles to solve problems involving lengths and areas.	Moderate	SE/TE: 549-550	M					
MA.912.G.5.3	Use special right triangles (30° - 60° - 90° and 45° - 45° - 90°) to solve problems.	Moderate							
MA.912.G.5.4	Solve real-world problems involving right triangles.	High	SE/TE: 551-552, 583-586	I					
MA.912.G.7.5	Explain and use formulas for lateral area, surface area, and volume of solids.	Moderate	SE/TE: 575-579	I					
MA.912.G.7.7	Determine how changes in dimensions affect the surface area and volume of common geometric solids.	Moderate	SE/TE: 581	M					
MA.912.G.8.2	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation, and working backwards.	Moderate	SE/TE: 30-34	I					
MA.912.G.8.3	Determine whether a solution is reasonable in the context of the original situation.	Moderate	SE/TE: 32-33	M					
MA.912.S.3.1	Read and interpret data presented in various formats. Determine whether data is presented in appropriate format, and identify possible corrections. Formats to include:	Moderate							
	bar graphs		SE/TE: 18	M					

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	line graphs		SE/TE: 18-20	M					
	stem and leaf plots		SE/TE: 586	I					
	circle graphs		SE/TE: 16-17	M					
	histograms		SE/TE: 685	I					
	box and whiskers plots								
	scatter plots		SE/TE: 736-737	M					
	cumulative frequency (ogive) graphs								
MA.912.S.3.2	Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:	High							
	bar graphs		SE/TE: 684-685	I					
	line graphs		SE/TE: 18-20	M					
	stem and leaf plots		SE/TE: 586	I					
	circle graphs		SE/TE: 16-17	M					
	histograms		SE/TE: 685	I					
	box and whisker plots								
	scatter plots		SE/TE: 730-733	I					
	cumulative frequency (ogive) graphs								
MA.912.S.3.3	Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data.	Moderate	SE/TE: 693-698	I					
MA.912.S.3.5	Calculate and interpret the range and quartiles of a set of data.	Moderate	SE/TE: 705	M					

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					Committee Member Evaluation (Committee Member Use Only)				
OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.	Strongly Agree	Agree	Disagree	Strongly Disagree		
			The Examples can be from Student or Teacher Instructional Material.						
	The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.		SE/TE: See the index of applications AP1-AP4						
	Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.		SE/TE: 93-94, 117-118, 220, 325-326, 673-674						
	Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.		SE/TE: 2-39						
	Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.		SE/TE: 155, 215, 262, 296-297, 826-830						
	Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.		SE/TE: 69-73, 166-170, 687-692						
	The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.		SE/TE: 196-199, 216-220, 330-331, 414						
	Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.		SE/TE: 2-8, 108-188						

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS**

SUBJECT: Mathematics
GRADE LEVEL: 9-12
COURSE TITLE: Liberal Arts Mathematics
COURSE CODE: 1208300
SUBMISSION TITLE: Thinking Mathematically, 4th Edition by Blitzer © 2008
TITLE ID: 1479
PUBLISHER: Pearson publishing as Prentice Hall
PUBLISHER ID: 22-160-3684-03

*I/M = INDEPTH OR MENTIONED				Committee Member Evaluation (Committee Member Use Only)				
ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.912.A.1.In.e	Simplify fractions and decimals by reducing to lowest terms.	SE/TE: 249-250, 255-255	I					
MA.912.A.1.In.f	Simplify fractions greater than 1, such as 8/4, by using division facts.	SE/TE: 251-253	M					
MA.912.A.1.In.g	Select the operation and solve two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key information and using visual representations.	SE/TE: 26-30, 313-316, 324-325, 332-336, 343-346	I					
MA.912.A.1.Pa.c	Demonstrate one-to-one correspondence by counting objects or actions to 10.	SE/TE: 53-54	I					
		SE/TE: 614-615	M					
MA.912.A.1.Pa.d	Identify a given quantity to 9 and add 1 more to solve problems.							
MA.912.A.1.Pa.e	Identify a given quantity to 10 and take away 1 to solve problems.							
MA.912.A.1.Su.d	Simplify whole numbers to 100 using place value and grouping with visual representation.	SE/TE: 231-235	M					
MA.912.A.1.Su.e	Use repeated addition of the same number to solve one-digit multiplication facts and repeated subtraction of the same number to solve one-digit division facts in real-world situations.	SE/TE: 229-230, 243-245	M					
MA.912.A.1.Su.f	Select the operation and solve one-step mathematical problems involving addition and subtraction of one-digit and two-digit numbers in real-world situations using physical and visual representations and problem-solving strategies, such as recognizing key information and symbols.	SE/TE: 13-20, 26-30, 312-313	I					

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MA.912.A.2.In.a	Organize data from real-world situations into categories, identify the labels, and display in simple bar, line, and circle graphs.	SE/TE: 16-18, 20-22	I					
		SE/TE: 685-688, 691	M					
MA.912.A.2.In.b	Interpret simple bar, line, and circle graphs representing data from real-world situations.	SE/TE: 16-21	I					
		SE/TE: 684-688	M					
MA.912.A.2.In.c	Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph.	SE/TE: 370-374	I					
MA.912.A.2.Pa.a	Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.	SE/TE: 686	M					
MA.912.A.2.Pa.b	Compare sets to 10 of objects, pictures, or symbols using one-to-one correspondence and identify which has more or less.	SE/TE: 53-55	I					
MA.912.A.2.Su.a	Organize data from real-world situations into categories, identify the labels, and display in pictographs and bar graphs.	SE/TE: 685-688, 691	M					
MA.912.A.2.Su.b	Identify which categories have the largest, smallest, or the same amount in pictographs and bar graphs representing real-world situations.	SE/TE: 18-19, 685-688, 691	M					
MA.912.A.2.Su.c	Identify number patterns and relationships using physical and visual models representing real-world situations.	SE/TE: 3-7, 289-290, 292-294	I					
MA.912.A.3.In.a	Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers representing problems in real-world situations.	SE/TE: 312-316, 326-328	I					
MA.912.A.3.In.d	Solve equations involving common literal formulas related to real-world situations.	SE/TE: 318-319, 335-338	I					
		SE/TE: 21-22, 306	M					
MA.912.A.3.In.e	Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.	SE/TE: 323-328, 343-346	I					
MA.912.A.3.In.f	Create function tables and simple graphs that show the mathematical relationship between number pairs.	SE/TE: 370-373, 375-376	I					
MA.912.A.3.In.g	Use function tables and simple graphs representing equations to make predictions for real-world situations.	SE/TE: 18-22, 370-373, 375-376, 421, 423-425	I					
MA.912.A.3.Pa.a	Identify quantities to 9 or more and add 1 more in real-world situations.							
MA.912.A.3.Pa.b	Identify quantities to 10 or more and take 1 away in real-world situations.							
MA.912.A.3.Pa.c	Identify quantities to 10 as equal or unequal.	SE/TE: 53-55	I					
MA.912.A.3.Pa.d	Sort sets of objects to 10 into groups by quantity.							

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MA.912.A.3.Pa.e	Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.	SE/TE: 685-688	I					
MA.912.A.3.Su.a	Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.	SE/TE: 312-316, 323-328	I					
MA.912.A.3.Su.c	Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.	SE/TE: 323-328, 343-346	I					
MA.912.A.3.Su.d	Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.	SE/TE: 312-316, 326-328	I					
MA.912.A.3.Su.e	Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.	SE/TE: 370-373	M					
MA.912.A.3.Su.f	Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.	SE/TE: 18-22, 370-373, 421, 423-425	I					
MA.912.A.7.In.b	Compare quantities from real-world situations represented on a graph and explain similarities and differences.	SE/TE: 731-733, 736-737	I					
		SE/TE: 370-373	M					
MA.912.A.7.Pa.a	Compare the number of objects, pictures, or symbols used in a three-category pictograph to identify which groups have more or less.							
MA.912.A.7.Su.b	Compare quantities from similar real-world situations represented on a graph.	SE/TE: 731-733, 736-737	I					
MA.912.G.1.In.a	Find the length and midpoint of line segments in real-world situations.							
MA.912.G.1.In.c	Locate and identify points on coordinate planes, such as line graphs or maps, using ordered pairs of numbers.	SE/TE: 369-374	I					
MA.912.G.1.Pa.a	Recognize the ends and middle of a line.							
MA.912.G.1.Pa.c	Solve real-world problems involving points, lines, angles, and areas (planes) using directional and positional language.	SE/TE: 539-543	M					
MA.912.G.1.Su.a	Determine the midpoint of a line.							
MA.912.G.1.Su.d	Locate specified points on a coordinate plane, such as a simple map represented on a grid.	SE/TE: 369-372	I					
MA.912.G.2.In.c	Identify triangles and rectangles that are the same shape and size (congruent) and same shape, but not same size (similar) using physical and visual models.	SE/TE: 549-551	I					
MA.912.G.2.In.e	Find the perimeter and area of rectangles to solve real-world problems.	SE/TE: 556-558, 564-565	I					
MA.912.G.2.In.f	Identify the effects of changes in the lengths of sides on the perimeter and area of rectangles using visual models to solve real-world problems.							

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MA.912.G.2.Pa.b	Match two or more objects with polygons based on a given feature in real-world situations.	SE/TE: 557-561	M					
MA.912.G.2.Pa.c	Identify objects, pictures, or signs with polygons in real-world situations.	SE/TE: 556-557	M					
MA.912.G.2.Su.c	Match triangles and rectangles that are same shape, but different size (similar) using physical and visual models.	SE/TE: 549-550	I					
MA.912.G.2.Su.e	Solve real-world problems involving perimeter using visual models.	SE/TE: 556-558, 564-565	I					
MA.912.G.2.Su.f	Solve real-world problems to find area of a rectangle to identify total square units using visual models.	SE/TE: 564-565	I					
MA.912.G.2.Su.g	Identify the effect of changes in the lengths of sides of rectangles on perimeter using physical and visual models.							
MA.912.G.3.In.a	Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.	SE/TE: 556-557	M					
MA.912.G.3.Pa.a	Identify objects, pictures, or signs with four-sided shapes (quadrilaterals) in real-world situations.	SE/TE: 556	M					
MA.912.G.3.Su.a	Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models.	SE/TE: 556-557	M					
MA.912.G.4.In.c	Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).	SE/TE: 549-550	M					
MA.912.G.4.Pa.b	Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.	SE/TE: 549	M					
MA.912.G.4.Su.b	Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).							
MA.912.G.5.In.b	Identify examples of different kinds of right triangles in the environment using physical models.	SE/TE: 582-586	M					
MA.912.G.5.Pa.a	Identify objects, pictures, or signs with a right triangle.	SE/TE: 551-552, 584-586	M					
MA.912.G.5.Pa.b	Match objects, pictures, or signs with a right triangle by a given feature, such as length of sides.							
MA.912.G.5.Su.b	Locate the right angle of right triangles and side opposite the right angle (hypotenuse) in the environment.	SE/TE: 551-552, 584-586	I					

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MA.912.G.7.In.c	Measure rectangular prisms to find the volume using the literal formula: length x width x height.	SE/TE: 575-576	I					
MA.912.G.7.In.e	Identify the effect of changes in the lengths of the sides of cubes or rectangular prisms on the volume using physical and visual models.							
MA.912.G.7.Pa.b	Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.							
MA.912.G.7.Su.b	Compare volumes of three-dimensional solids in real-world situations.							
MA.912.G.7.Su.c	Identify that changes in the lengths of sides of cubes or rectangular prisms will make the volume smaller or larger using physical models.							
MA.912.G.8.In.a	Use problem-solving strategies, including visual and physical models and tools, for solving real-world problems involving geometry concepts and skills.	SE/TE: 584-586	I					
MA.912.G.8.Pa.a	Solve real-world problems involving objects with two- and three-dimensional shapes and match the result to the correct answer to determine accuracy.							
MA.912.G.8.Su.a	Use given problem-strategies, including using visual or physical models, for solving real-world problems involving geometry concepts and skills.	SE/TE: 584-586	I					
MA.912.S.3.In.a	Describe information in bar graphs, circle graphs, and single-line graphs representing data from real-world situations.	SE/TE: 688, 691	M					
MA.912.S.3.In.b	Collect data and display in single-line graphs, circle graphs, and bar graphs.	SE/TE: 681-686	I					
MA.912.S.3.In.c	Determine the mode by identifying the number that occurs most often and the mean by finding the average.	SE/TE: 693-694, 700-701	I					
MA.912.S.3.In.d	Calculate the range and median for data from real-world situations.	SE/TE: 692-696, 705	I					
MA.912.S.3.Pa.a	Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.	SE/TE: 682-686	I					
MA.912.S.3.Su.a	Identify information in simple pictographs and bar graphs that represent data from real-world situations.	SE/TE: 688, 692	M					
MA.912.S.3.Su.b	Organize data in pictographs and bar graphs and identify the labels for categories.	SE/TE: 685-687	I					
MA.912.S.3.Su.c	Identify the number that occurs most frequently (mode) in a set of data with up to nine numbers.	SE/TE: 700-701	I					

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MA.912.S.3.Su.d	Find the difference between the largest and smallest numbers in a set of data (range) and the median in a real-world situation.	SE/TE: 692-695, 705	I					