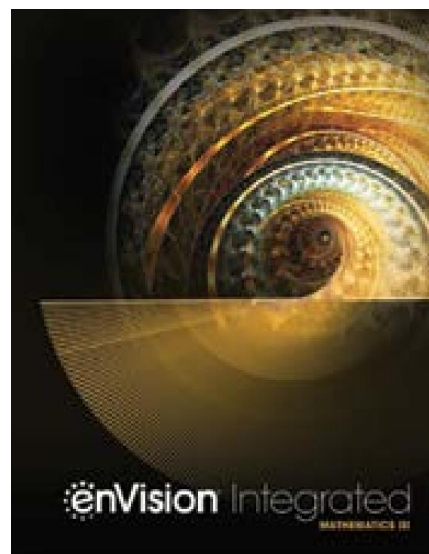
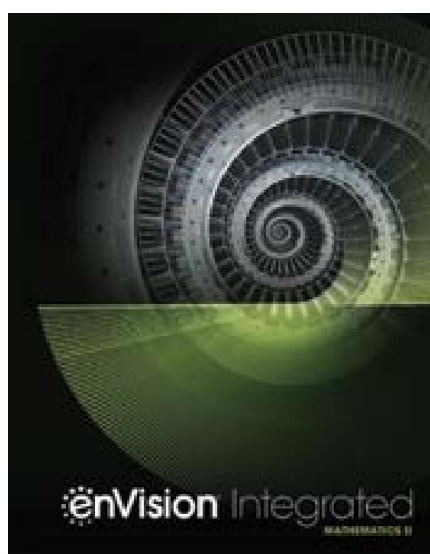


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To the
SAT Math Test
Measured Content and Skills
High School

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Introduction

enVision® Integrated Mathematics ©2019 is part of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

UNDERSTANDING

A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

ASSESSMENT

The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

DIAGNOSTIC Assessment

Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know

FORMATIVE Assessment

SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check

SUMMATIVE Assessment

Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

INSTRUCTIONAL SUPPORT

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods

Math background for every Topic and Lesson serves as an easy-to-access math methods course.

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Kids See the Math. Teachers See Results.

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Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
SAT Heart of Algebra Domain	
Heart of Algebra: Linear Equations and Functions	
Linear equations in one variable	
1. Create and use linear equations in one variable to solve problems in a variety of contexts.	Mathematics I SE: 5-11, 12-17, 44-47 TE: 11A-11B, 17A-17B, 44-47
2. Create a linear equation in one variable, and when in context interpret solutions in terms of the context.	Mathematics I SE: 5-11, 12-17, 44-47 TE: 11A-11B, 17A-17B, 44-47
3. Solve a linear equation in one variable, making strategic use of algebraic structure.	Mathematics I SE: 5-11, 12-17, 44-47 TE: 11A-11B, 17A-17B, 44-47
4. For a linear equation in one variable	
a. interpret a constant, variable, factor, or term in a context;	Mathematics I SE: 5-11, 12-17, 18-23, 44-47 TE: 11A-11B, 17A-17B, 23A-23B, 44-47
b. determine the conditions under which the equation has no solution, a unique solution, or infinitely many solutions	Mathematics I SE: 13-15, 44-47 TE: 17A-17B, 44-47
5. Fluently solve a linear equation in one variable.	Mathematics I SE: 5-11, 12-17, 44-47 TE: 11A-11B, 17A-17B, 44-47
Linear functions Algebraically, a linear function can be defined by a linear expression in one variable or by a linear equation in two variables. In the first case, the variable is the input and the value of the expression is the output. In the second case, one of the variables is designated as the input and determines a unique value of the other variable, which is the output.	
1. Create and use linear functions to solve problems in a variety of contexts.	Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133 Teachers also have the opportunity to address this content dimension through the following pages: Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141 Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293

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<p>2. Create a linear function to model a relationship between two quantities.</p>	<p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>
<p>3. For a linear function that represents a context,</p>	
<p>a. interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;</p>	<p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>
<p>b. given an input value, find and/or interpret the output value using the given representation;</p>	<p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>
<p>c. given an output value, find and/or interpret the input value using the given representation, if it exists.</p>	<p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>

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<p>4. Make connections between verbal, tabular, algebraic, and graphical representations of a linear function by</p>	
<p>a. deriving one representation from the other;</p>	<p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>
<p>b. identifying features of one representation given another representation;</p>	<p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>
<p>c. determining how a graph is affected by a change to its equation</p>	<p>Mathematics I SE: 89-95, 129-133 TE: 95A-95B, 129-133</p>
<p>5. Write the rule for a linear function given two input/output pairs or one input/output pair and the rate of change.</p>	<p>Mathematics I SE: 83-88, 89-95, 129-133 TE: 88A-88B, 95A-95B, 129-133</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>

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<p>Linear equations in two variables A linear equation in two variables can be used to represent a constraint or condition on two-variable quantities in situations where neither of the variables is regarded as an input or an output. A linear equation can also be used to represent a straight line in the coordinate plane.</p>	
<p>1. Create and use a linear equation in two variables to solve problems in a variety of contexts.</p>	<p>Mathematics I SE: 51-56, 57-62, 63-67, 77-79 TE: 56A-56B, 62A-62B, 68A-68B, 77-79</p>
<p>2. Create a linear equation in two variables to model a constraint or condition on two quantities.</p>	<p>Mathematics I SE: 51-56, 57-62, 63-67, 77-79 TE: 56A-56B, 62A-62B, 68A-68B, 77-79</p>
<p>3. For a linear equation in two variables that represents a context,</p>	
<p>a. interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;</p>	<p>Mathematics I SE: 51-56, 57-62, 63-68, 77-79 TE: 56A-56B, 62A-62B, 68A-68B, 77-79</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>
<p>b. given a value of one quantity in the relationship, find a value of the other, if it exists.</p>	<p>Mathematics I SE: 51-56, 57-62, 63-68, 77-79 TE: 56A-56B, 62A-62B, 68A-68B, 77-79</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>
<p>4. Make connections between tabular, algebraic, and graphical representations of a linear equation in two variables by</p>	
<p>a. deriving one representation from the other;</p>	<p>Mathematics I SE: 51-56, 57-62, 63-68, 77-79, 89-95, 96-102, 129-133 TE: 56A-56B, 62A-62B, 68A-68B, 77-79, 95A-95B, 102A-102B, 96-102</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>

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<p>b. identifying features of one representation given the other representation;</p>	<p>Mathematics I SE: 51-56, 57-62, 63-68, 77-79, 89-95, 96-102, 129-133 TE: 56A-56B, 62A-62B, 68A-68B, 77-79, 95A-95B, 102A-102B, 96-102</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>
<p>c. determining how a graph is affected by a change to its equation</p>	<p>Mathematics I SE: 51-56, 57-62, 63-68, 77-79, 89-95, 96-102, 129-133 TE: 56A-56B, 62A-62B, 68A-68B, 77-79, 95A-95B, 102A-102B, 96-102</p>
<p>5. Write an equation for a line given two points on the line, one point and the slope of the line, or one point and a parallel or perpendicular line.</p>	<p>Mathematics I SE: 51-56, 57-62, 63-68, 70-76, 77-79 TE: 56A-56B, 62A-62B, 68A-68B, 76A-76B, 77-79</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 466-472, 504-507 TE: 472A-472B, 504-507</p>
<p>Systems of two linear equations in two variables</p>	
<p>1. Create and use a system of two linear equations in two variables to solve problems in a variety of contexts.</p>	<p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p>
<p>2. Create a system of linear equations in two variables, and when in context interpret solutions in terms of the context.</p>	<p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p>

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<p>3. Make connections between tabular, algebraic, and graphical representations of the system by deriving one representation from the other.</p>	<p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p>
<p>4. Solve a system of two linear equations in two variables, making strategic use of algebraic structure.</p>	<p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p>
<p>5, For a system of linear equations in two variables,</p>	
<p>a. interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage;</p>	<p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p>
<p>b. determine the conditions under which the system has no solution, a unique solution, or infinitely many solutions.</p>	<p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p>
<p>6. Fluently solve a system of linear equations in two variables.</p>	<p>Mathematics I SE: 137-143, 144-150, 151-157, 171-173 TE: 143A-143B, 150A-150B, 157A-157B, 171-173</p> <p>Mathematics III SE: 47-52, 54-57 TE: 52A-52B, 54-57</p>

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<p>Linear inequalities in one or two variables</p>	
<p>1. Create and use linear inequalities in one or two variables to solve problems in a variety of contexts.</p>	<p>Mathematics I SE: 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 TE: 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 40-46, 54-57 TE: 46A-46B, 54-57</p>
<p>2. Create linear inequalities in one or two variables, and when in context interpret the solutions in terms of the context.</p>	<p>Mathematics I SE: 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 TE: 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 40-46, 54-57 TE: 46A-46B, 54-57</p>
<p>3. For linear inequalities in one or two variables, interpret a constant, variable, factor, or term, including situations where seeing structure provides an advantage.</p>	<p>Mathematics I SE: 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 TE: 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 40-46, 54-57 TE: 46A-46B, 54-57</p>
<p>4. Make connections between tabular, algebraic, and graphical representations of linear inequalities in one or two variables by deriving one from the other.</p>	<p>Mathematics I SE: 24-29, 31-36, 39-43, 45-47, 158-163, 171-173 TE: 29A-29B, 36A-36B, 43A-43B, 45-47, 163A-163B, 171-173</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 40-46, 54-57 TE: 46A-46B, 54-57</p>

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<p>5. Given a linear inequality or system of linear inequalities, interpret a point in the solution set.</p>	<p>Mathematics I SE: 165-170, 171-173 TE: 170A-170B</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 40-46, 54-57 TE: 46A-46B, 54-57</p>
<p>SAT Problem Solving and Data Analysis Domain</p>	
<p>Problem Solving and Data Analysis: Proportional Relationships, Percentages, Complex Measurements, and Data Interpretation and Synthesis</p>	
<p>Ratios, rates, proportional relationships, and units Items will require students to solve problems by using a proportional relationship between quantities, calculating or using a ratio or rate, and/or using units, derived units, and unit conversion.</p>	
<p>1. Apply proportional relationships, ratios, rates, and units in a wide variety of contexts. Examples include but are not limited to scale drawings and problems in the natural and social sciences.</p>	<p>Mathematics I SE: 186-190, 191-198, 213-214, 461-466, 468-471 TE: 190A-190B, 198A-198B, 213-214, 466A-466B, 468-471</p> <p>Mathematics II SE: 37-38, 39-40, 41-43, 413-421, 429-435, 436-443, 445-451, 461-467, 468-470, 471-473, 477-482, 529-531 TE: 40A-40B, 41-43, 421A-421B, 435A-435B, 443A-443B, 451A-451B, 467A-467B, 470A-470B, 471-473, 482A-482B, 529-531</p> <p>Mathematics III SE: 297-304, 305-315, 348-351 TE: 304A-304B, 315A-315B, 348-351</p>
<p>2. Solve problems involving</p>	
<p>a. derived units, including those that arise from products (e.g., kilowatt-hours) and quotients (e.g., population per square kilometer);</p>	<p>Mathematics III SE: 305-315, 348-351 TE: 315A-315B, 348-351</p>
<p>b. unit conversion, including currency exchange and conversion between different measurement systems.</p>	<p>Mathematics III SE: 305-315, 348-351 TE: 315A-315B, 348-351</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics I SE: 20, 23 TE: 23A-23B</p>

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<p>3. Understand and use the fact that when two quantities are in a proportional relationship, if one changes by a scale factor, then the other also changes by the same scale factor.</p>	<p>Mathematics II SE: 413-421, 445-451, 471-473 TE: 421A-421B, 451A-451B, 471-473</p>
<p>Percentages</p>	
<p>1. Use percentages to solve problems in a variety of contexts. Examples include, but are not limited to, discounts, interest, taxes, tips, and percent increases and decreases for many different quantities.</p>	<p>Mathematics I SE: 192-194, 196-198, 213-215, 461-466, 468-471 TE: 198A-198B, 213-215, 466A-466B, 468-471</p> <p>Mathematics II SE: 18-25, 41-43, 477-482, 529-531 TE: 25A25B, 482A-482B</p> <p>Mathematics III SE: 235-242, 289-293 TE: 242A-242B, 289-293</p>
<p>2. Understand and use the relationship between percent change and growth factor (5% and 1.05, for example); include percentages greater than or equal to 100%.</p>	<p>Mathematics I SE: 174-175, 176, 191-194, 196-198 TE: 174A-175, 176, 191A- 194, 196-198B</p>
<p>One-variable data: distributions and measures of center and spread</p>	
<p>1. Choose an appropriate graphical representation for a given data set.</p>	<p>Mathematics I SE: 431-437, 438-445, 446-452, 453-460, 468-471 TE: 437A-437B, 445A-445B, 452A-452B, 460A-460B, 468-471</p> <p>Mathematics II SE: 477-482, 529-531 TE: 482A-482B, 529-531</p>
<p>2. Interpret information from a given representation of data in context.</p>	<p>Mathematics I SE: 431-437, 438-445, 446-452, 453-460, 468-471 TE: 437A-437B, 445A-445B, 452A-452B, 460A-460B, 468-471</p> <p>Mathematics II SE: 477-482, 529-531 TE: 482A-482B, 529-531</p> <p>Mathematics III SE: 393-399, 407-414, 415-422, 423-430, 447-451 TE: 399A-399B, 414A-414B, 422A-422B, 430A-430B, 447-451</p>

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<p>3. Analyze and interpret numerical data distributions represented with frequency tables, histograms, dot plots, and boxplots.</p>	<p>Mathematics I SE: 431-437, 438-445, 446-452, 453-460, 468-471 TE: 437A-437B, 445A-445B, 452A-452B, 460A-460B, 468-471</p> <p>Mathematics II SE: 477-482, 529-531 TE: 482A-482B, 529-531</p> <p>Mathematics III SE: 393-399, 407-414, 415-422, 423-430, 447-451 TE: 399A-399B, 414A-414B, 422A-422B, 430A-430B, 447-451</p>
<p>4. For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation.</p>	<p>Mathematics I SE: 446-452, 453-460, 468-471 TE: 452A-452B, 460A-460B, 468-471</p> <p>Mathematics III SE: 407-414, 415-422, 447-451 TE: 414A-414B, 422A-422B, 447-451</p>
<p>5. Compare distributions using measures of center and spread, including distributions with different means and the same standard deviations and ones with the same mean and different standard deviations.</p>	<p>Mathematics I SE: 446-452, 453-460, 468-471 TE: 452A-452B, 460A-460B, 468-471</p> <p>Mathematics III SE: 407-414, 415-422, 447-451 TE: 414A-414B, 422A-422B, 447-451</p>
<p>6. Understand and describe the effect of outliers on mean and median.</p>	<p>Mathematics I SE: 438-445, 468-471 TE: 445A-445B, 468-471</p> <p>Mathematics III SE: 415-422, 447-451 TE: 422A-422B, 447-451</p>
<p>7. Given an appropriate data set, calculate the mean.</p>	<p>Mathematics I SE: 438-445, 446-452, 468-471 TE: 445A-445B, 452A-452B, 468-471</p> <p>Mathematics III SE: 407-414, 423-430, 447-451 TE: 414A-414B, 430A-430B, 447-451</p>

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<p>Two-variable data: models and scatterplots</p>	
<p>1. Using a model that fits the data in a scatterplot, compare values predicted by the model to values given in the data set</p>	<p>Mathematics I SE: 112-119, 129-133 TE: 119A-119B, 129-133</p>
<p>2. Interpret the slope and intercepts of the line of best fit in context.</p>	<p>Mathematics I SE: 112-119, 120-128, 129-133 TE: 119A-119B, 128A-128B, 129-133</p> <p>Mathematics III SE: 243-245, 289-293 TE: 243-245, 289-293</p>
<p>3. Given a relationship between two quantities, read and interpret graphs and tables modeling the relationship.</p>	<p>Mathematics I SE: 112-119, 120-128, 129-133 TE: 119A-119B, 128A-128B, 129-133</p> <p>Mathematics II SE: 126-130, 132-138, 139-141 TE: 130A-130B, 138A-138B, 139-141</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 243-245, 289-293 TE: 243-245, 289-293</p>
<p>4. Analyze and interpret data represented in a scatterplot or line graph; fit linear, quadratic, and exponential models.</p>	<p>Mathematics I SE: 89-95, 112-119, 120-128, 129-133, 181-190, 191-198, 213-215 TE: 95A-95B, 119A-119B, 128A-128B, 129-133, 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>

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<p>5. Select a graph that represents a context, identify a value on a graph, or interpret information on the graph.</p>	<p>Mathematics I SE: 89-95, 112-119, 120-128, 129-133, 181-190, 191-198, 213-215 TE: 95A-95B, 119A-119B, 128A-128B, 129-133, 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> <p>Mathematics III SE: 247-253, 289-293, 407-414, 415-422, 447-451 TE: 253A-253B, 414A-414B, 422A-422B, 447-451</p>
<p>6. For a given function type (linear, quadratic, exponential), choose the function of that type that best fits given data.</p>	<p>Mathematics I SE: 89-95, 112-119, 120-128, 129-133, 181-190, 191-198, 213-215 TE: 95A-95B, 119A-119B, 128A-128B, 129-133, 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>
<p>7. Compare linear and exponential growth.</p>	<p>Mathematics I SE: 181-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p> <p>Mathematics III SE: 247-253, 289-293 TE: 253A-253B, 289-293</p>
<p>8. Estimate the line of best fit for a given scatterplot; use the line to make predictions.</p>	<p>Mathematics I SE: 120-128, 129-133 TE: 128A-128B</p> <p>Teachers also have the opportunity to address this content dimension through the following pages: Mathematics III SE: 243-245, 289-293 TE: 243-245, 289-293</p>

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Probability and conditional probability Use one- and two-way tables, tree diagrams, area models, and other representations to find relative frequency, probabilities, and conditional probabilities.	
1. Compute and interpret probability and conditional probability in simple contexts.	Mathematics II SE: 483-490, 491-497, 528-531 TE: 490A-490B, 497A-497B, 528-531
2. Understand formulas for probability and conditional probability in terms of frequency.	Mathematics II SE: 483-490, 491-497, 528-531 TE: 490A-490B, 497A-497B, 528-531
Inference from sample statistics and margin of error	
1. Use sample mean and sample proportion to estimate population mean and population proportion. Utilize, but do not calculate, margin of error.	Mathematics III SE: 423-430, 447-451 TE: 430A-430B, 447-451
2. Interpret margin of error; understand that a larger sample size generally leads to a smaller margin of error.	Mathematics III SE: 423-430, 447-451 TE: 430A-430B, 447-451
Evaluating statistical claims: observational studies and experiments	
1. With random samples, describe which population the results can be extended to.	Mathematics I SE: 431-432, 438-439, 446-448, 461 TE: 446B, 453B, 466B Mathematics III SE: 400-406, 430-438 TE: 400A-406B, 430A-438B Teachers also have the opportunity to address this content dimension through the following pages: Mathematics II SE: 506-513, 514-520, 521-527, 528-531 TE: 513A-513B, 520A-520B, 527A-527B, 528-531
2. Given a description of a study with or without random assignment, determine whether there is evidence for a causal relationship.	Mathematics I SE: 125, 127 TE: 120A-B, 125, 127 Teachers also have the opportunity to address this content dimension through the following pages: Mathematics II SE: 506-513, 514-520, 521-527, 528-531 TE: 513A-513B, 520A-520B, 527A-527B, 528-531 Mathematics III SE: 401-405, 447-451 TE: 405A-405B, 447-451

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<p>3. Understand why random assignment provides evidence for a causal relationship.</p>	<p>Mathematics I SE: 431-432, 438-439, 446-448, 461 TE: 446B, 453B, 466B</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 506-513, 514-520, 521-527, 528-531 TE: 513A-513B, 520A-520B, 527A-527B, 528-531</p> <p>Mathematics III SE: 401-405, 447-451 TE: 405A-405B, 447-451</p>
<p>4. Understand why a result can be extended only to the population from which the sample was selected.</p>	<p>Mathematics I SE: 431-432, 438-439, 446-448, 461 TE: 446B, 453B, 466B</p> <p>Mathematics III SE: 400-406, 430-438 TE: 400A-406B, 430A-438B</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 506-513, 514-520, 521-527, 528-531 TE: 513A-513B, 520A-520B, 527A-527B, 528-531</p>
<p>SAT Passport to Advanced Math Domain</p>	
<p>Passport to Advanced Math: Analyzing Advanced Expressions</p>	
<p>Equivalent expressions</p>	
<p>1. Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including</p>	<p>Mathematics I SE: 151-157, 171-173 TE: 157A-157B, 171-173</p> <p>Mathematics II SE: 18-25, 41-43, 151-157, 158-163, 177-179, 191-197, 223-225 TE: 25A-25B, 41-43, 157A-157B, 163A-163B, 177-179, 197A-197B, 223-225</p> <p>Mathematics III SE: 131-139, 140-146, 163-165, 177-184, 220-223 TE: 139A-139B, 146A-146B, 163-165, 184A-184B, 220-225</p>

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<p align="center">Content and Skills Measured by the SAT Math Test Content Dimensions</p>	<p align="center">enVision Integrated Mathematics ©2019</p>
<p>a. rewriting simple rational expressions;</p>	<p>Mathematics III SE: 131-139, 140-146, 163-165, 177-184, 220-223 TE: 139A-139B, 146A-146B, 163-165, 184A-184B, 220-225</p>
<p>b. rewriting expressions with rational exponents and radicals;</p>	<p>Mathematics II SE: 11-17, 41-43, 158-163, 177-179 TE: 17A-17B, 41-43, 163A-163B, 177-179</p> <p>Mathematics III SE: 131-139, 140-146, 163-165, 177-184, 220-223 TE: 139A-139B, 146A-146B, 163-165, 184A-184B, 220-225</p>
<p>c. factoring polynomials.</p>	<p>Mathematics II SE: 69-74, 75-81, 83-88, 89-94, 95-99, 151-157, 177-179 TE: 74A-74B, 81A-81B, 88A-88B, 94A—94B, 95-99, 157A-157B, 177-179</p> <p>Mathematics III SE: 76-83, 117-119 TE: 83A-83B, 117-119</p>
<p>2. Fluently add, subtract, and multiply polynomials.</p>	<p>Mathematics II SE: 47-54, 55-62, 63-68, 95-99 TE: 54A-54B, 62A-62B, 68A-68B, 95-99</p> <p>Mathematics III SE: 69-75, 117-119 TE: 75A-75B, 117-119</p>

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Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
Nonlinear equations in one variable and systems of equations in two variables	
1. Make strategic use of algebraic structure, the properties of operations, and reasoning about equality to	
a. solve quadratic equations in one variable presented in a wide variety of forms; determine the conditions under which a quadratic equation has no real solutions, one real solution, or two real solutions;	Mathematics II SE: 145-150, 151-157, 164-169, 177-179, 191-197, 198-204, 223-225 TE: 150A-150B, 157A-157B, 169A-169B, 177-179, 197A-197B, 204A-204B, 223-225
b. solve simple rational and radical equations in one variable;	Mathematics III SE: 154-161, 163-165, 193-201, 220-223 TE: 161A-161B, 163-165, 201A-201B, 220-223 Teachers also have the opportunity to address this content dimension through the following pages: Mathematics I SE: 177-183, 213-215 TE: 183A-183B, 213-215
c. identify when the procedures used to solve a simple rational or radical equation in one variable lead to an equation with solutions that do not satisfy the original equation (extraneous solutions);	Mathematics III SE: 154-161, 163-165, 193-201, 220-223 TE: 161A-161B, 163-165, 201A-201B, 220-223
d. solve polynomial equations in one variable that are written in factored form;	Mathematics II SE: 220-222, 223-225 TE: 220-222, 223-225 Mathematics III SE: 92-99, 117-119 TE: 99A-99B, 117-119
e. solve linear absolute value equations in one variable;	Mathematics I SE: 37-38, 41-43, 45-47 TE: 43A-43B, 45-47 Mathematics II SE: 229-235, 287-293 TE: 235A-235B, 287-293
f. solve systems of linear and nonlinear equations in two variables, including relating the solutions to the graphs of the equations in the system.	Mathematics II SE: 171-175, 223-225 TE: 175A-175B, 223-225

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<p align="center">Content and Skills Measured by the SAT Math Test Content Dimensions</p>	<p align="center">enVision Integrated Mathematics ©2019</p>
<p>2. Given a nonlinear equation in one variable that represents a context, interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage.</p>	<p>Mathematics II SE: 145-150, 151-157, 164-169, 177-179, 191-197, 198-204, 220-222, 223-225 TE: 150A-150B, 157A-157B, 169A-169B, 177-179, 197A-197B, 204A-204B, 220-222, 223-225</p> <p>Mathematics III SE: 40-46, 54-57, 92-99, 117-119, 154-161, 163-165, 193-201, 220-223, 229-235, 287-293 TE: 46A-46B, 54-57, 99A-99B, 117-119, 161A-161B, 163-165, 201A-201B, 220-223, 235A-235B, 287-293</p>
<p>3. Given an equation or formula in two or more variables that represents a context, view it as an equation in a single variable of interest where the other variables are parameters and solve for the variable of interest.</p>	<p>Mathematics I SE: 18-23, 45-47 TE: 43A-43B, 45-47</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 18-25, 41-43, 569-576, 609-611, 621-628, 630-636, 637-642, 643-645 TE: 25A-25B, 41-43, 576A-576B, 609-611, 628A-628B, 636A-636B, 642A-642B, 643-645</p> <p>Mathematics III SE: 193-201, 220-223 TE: 201A-201B, 220-223</p>
<p>4. Fluently solve quadratic equations in one variable, written as a quadratic expression in standard form equal to zero, where using the quadratic formula or completing the square is the most efficient method for solving the equation.</p>	<p>Mathematics II SE: 145-150, 151-157, 164-169, 177-179, 191-197, 198-204, 223-225 TE: 150A-150B, 157A-157B, 169A-169B, 177-179, 197A-197B, 204A-204B, 223-225</p>
<p>Nonlinear functions</p>	
<p>1. Create and use quadratic or exponential functions to solve problems in a variety of contexts.</p>	<p>Mathematics I SE: 184-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130, 132-138, 139-141 TE: 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141</p> <p>Mathematics III SE: 227-234, 235-242, 247-253, 289-292 TE: 234A-234B, 242A-242B, 253A-253B, 289-292</p>

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<p>2. For a quadratic or exponential function,</p>	
<p>a. identify or create an appropriate function to model a relationship between quantities;</p>	<p>Mathematics I SE: 184-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130, 132-138, 139-141 TE: 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141</p> <p>Mathematics III SE: 227-234, 235-242, 247-253, 289-292 TE: 234A-234B, 242A-242B, 253A-253B, 289-292</p>
<p>b. use function notation to represent and interpret input/output pairs in terms of a context and points on the graph</p>	<p>Mathematics I SE: 184-190, 213-215 TE: 190A-190B, 213-215</p> <p>Mathematics II SE: 124-130, 139-141 TE: 130A-130B, 139-141</p> <p>Mathematics III SE: 227-234, 235-242, 247-253, 289-292 TE: 234A-234B, 242A-242B, 253A-253B, 289-292</p>
<p>c. for a function that represents a context, interpret the meaning of an input/output pair, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage</p>	<p>Mathematics I SE: SE: 184-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p> <p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130, 132-138, 139-141 TE: 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141</p> <p>Mathematics III SE: 227-234, 235-242, 247-253, 289-292 TE: 234A-234B, 242A-242B, 253A-253B, 289-292</p>

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<p>d. determine the most suitable form of the expression representing the output of the function to display key features of the context, including</p>	
<p>i. selecting the form of a quadratic that displays the initial value, the zeros, or the extreme value;</p>	<p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130, 139-141 TE: 109A-109B, 116A-116B, 123A-123B, 130A-130B, 139-141</p>
<p>ii. selecting the form of an exponential that displays the initial value, the end-behavior (for exponential decay), or the doubling or halving time;</p>	<p>Mathematics I SE: 191-198, 213-215 TE: 198A-198B, 213-215</p> <p>Mathematics III SE: 227-234, 235-242, 289-292 TE: 234A-234B, 242A-242B, 289-292</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p>
<p>e. make connections between tabular, algebraic, and graphical representations of the function by</p>	
<p>i. given one representation, selecting another representation;</p>	<p>Mathematics II SE: 103-109, 110-116, 117-123, 124-130, 132-138, 139-141, 229-235, 237-242, 243-248, 281-286, 287-293 TE: 109A-109B, 116A-116B, 123A-123B, 130A-130B, 138A-138B, 139-141, 235A-235B, 242A-242B, 248A-248B, 286A-286B, 287-293</p> <p>Mathematics III SE: 227-234, 235-242, 289-292 TE: 234A-234B, 242A-242B, 289-292</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics I SE: 184-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p>

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<p>ii. identifying features of one representation given another representation, including maximum and minimum values of the function;</p>	<p>Mathematics II SE: 27-33, 34-40, 41-43, 103-109, 110-116, 117-123, 139-141, 229-235, 237-242, 243-248, 256-262, 287-293 TE: 33A-33B, 40A-40B, 41-43, 109A-109B, 116A-116B, 123A-123B, 139-141, 235A-235B, 242A-242B, 248A-248B, 262A-262B, 287-293</p> <p>Mathematics III SE: 227-234, 235-242, 289-292 TE: 234A-234B, 242A-242B, 289-292</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics I SE: 184-190, 191-198, 213-215 TE: 190A-190B, 198A-198B, 213-215</p>
<p>iii. determining how a graph is affected by a change to its equation, including a vertical shift or scaling of the graph.</p>	<p>Mathematics I SE: 206-211, 213-215 TE: 211A-211B, 213-215</p> <p>Mathematics II SE: 27-33, 34-40, 41-43, 103-109, 110-116, 117-123, 139-141, 229-235, 249-255, 263-268, 269-274, 287-293 TE: 33A-33B, 40A-40B, 41-43, 109A-109B, 116A-116B, 123A-123B, 139-141, 235A-235B, 255A-255B, 268A-268B, 274A-274B, 286A-286B, 287-293</p> <p>Mathematics III SE: 227-234, 235-242, 289-292 TE: 234A-234B, 242A-242B, 289-292</p>
<p>3. For a factorable or factored polynomial or simple rational function,</p>	
<p>a. use function notation to represent and interpret input/output pairs in terms of a context and points on the graph;</p>	<p>Mathematics II SE: 124-130, 139-141 TE: 130A-130B, 139-141</p> <p>Mathematics III SE: 61-68, 109-116, 117-119, 123-130, 163-165 TE: 68A-68B, 116A-116B, 117-119, 130A-130B, 163-165</p>

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<p>b. understand and use the fact that for the graph of $y = f(x)$, the solutions to $f(x) = 0$ correspond to x-intercepts of the graph and $f(0)$ corresponds to the y-intercept of the graph; interpret these key features in terms of a context;</p>	<p>Mathematics III SE: 61-68, 92-99, 109-116, 117-119, 131-139, 163-165 TE: 68A-68B, 99A-99B, 116A-116B, 117-119, 139A-139B, 163-165</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p>
<p>c. identify the graph given an algebraic representation of the function and an algebraic representation given the graph (with or without a context).</p>	<p>Mathematics III SE: 61-68, 92-99, 109-116, 117-119, 131-139, 163-165 TE: 68A-68B, 99A-99B, 116A-116B, 117-119, 139A-139B, 163-165</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 132-138, 139-141 TE: 138A-138B, 139-141</p>
<p>SAT Additional Topics in Math Domain</p>	
<p>Additional Topics in Math</p>	
<p>Area and volume</p>	
<p>1. Solve real-world and mathematical problems about a geometric figure or an object that can be modeled by a geometric figure using given information such as length, area, surface area, or volume.</p>	<p>Mathematics II SE: 621-628, 630-636, 637-642, 643-645 TE: 628A-628B, 636A-636B, 642A-642B, 643-645</p> <p>Mathematics III SE: 375-378, 387-389, 473-479, 504-504, 563-570, 572-578, 579-584, 585-587 TE: 378A-378B, 387-389, 479A-479B, 504-507, 570A-570B, 578A-578B, 584A-584B, 585-587</p>
<p>a. Apply knowledge that changing by a scale factor of k changes all lengths by a factor of k, changes all areas by a factor of k^2, and changes all volumes by a factor of k^3.</p>	<p>Mathematics II SE: 415-421, 422-428, 471-473 TE: 421A-421B, 428A-428B, 471-473</p>

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b. Demonstrate procedural fluency by selecting the correct area or volume formula and correctly calculating a specified value.	<p>Mathematics II SE: 621-628, 630-636, 637-642, 643-645 TE: 628A-628B, 636A-636B, 642A-642B, 643-645</p> <p>Mathematics III SE: 563-570, 572-578, 579-584, 585-587 TE: 570A-570B, 578A-578B, 584A-584B, 585-587</p>
Lines, angles, and triangles	
1. Use concepts and theorems relating to congruence and similarity of triangles to solve problems.	<p>Mathematics I SE: 363-370, 371-379, 381-387, 388-395, 396-401, 402-407, 423-427 TE: 370A-370B, 379A-379B, 387A-387B, 395A-395B, 401A-401B, 407A-407B, 423-427</p> <p>Mathematics II SE: 319-325, 328-335, 349-353, 429-435, 436-443, 452-460, 471-473 TE: 325A-325B, 335A-335B, 349-353, 435A-435B, 443A-443B, 460A-460B, 471-473</p>
2. Determine which statements may be required to prove certain relationships or to satisfy a given theorem.	<p>Mathematics I SE: 381-387, 388-395, 396-401, 402-407, 423-427 TE: 387A-387B, 395A-395B, 401A-401B, 407A-407B, 423-427</p> <p>Mathematics II SE: 297-303, 311-318, 319-325, 328-335, 349-353, 429-435, 436-443, 452-460, 471-473 TE: 303A-303B, 318A-318B, 325A-325B, 335A-335B, 349-353, 435A-435B, 443A-443B, 460A-460B, 471-473</p>
3. Apply knowledge that changing by a scale factor of k changes all lengths by a factor of k , but angle measures remain unchanged.	<p>Mathematics II SE: 415-421, 422-428, 471-473 TE: 421A-421B, 428A-428B, 471-473</p>
4. Know and directly apply relevant theorems such as	
a. the vertical angle theorem;	<p>Mathematics I SE: 265-271, 278-281 TE: 271A-271B, 278-281</p> <p>Mathematics II SE: 297-303, 349-353 TE: 303A-303B, 349-353</p>

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<p>b. triangle similarity and congruence criteria;</p>	<p>Mathematics I SE: 381-387, 388-395, 396-401, 402-407, 423-427 TE: 387A-387B, 395A-395B, 401A-401B, 407A-407B, 423-427</p> <p>Mathematics II SE: 311-318, 319-325, 328-335, 349-353, 429-435, 436-443, 452-460, 471-473 TE: 318A-318B, 325A-325B, 335A-335B, 349-353, 435A-435B, 443A-443B, 460A-460B, 471-473</p>
<p>c. triangle angle sum theorem;</p>	<p>Mathematics I SE: 299-305, 314-315 TE: 305A-305B, 314-315</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 429-435, 471-473 TE: 435A-435B, 471-473</p>
<p>d. the relationship of angles formed when a transversal cuts parallel lines.</p>	<p>Mathematics I SE: 285-291, 314-315 TE: 291A-291B, 314-315</p> <p>Mathematics II SE: 304-310, 349-353 TE: 310A-310B, 349-353</p>
<p>Right triangles and trigonometry</p>	
<p>1. Solve problems in a variety of contexts using</p>	
<p>a. the Pythagorean theorem;</p>	<p>Mathematics II SE: 452-460, 468-470, 471-473 TE: 460A-460B, 470A-470B, 471-473</p> <p>Mathematics III SE: 297-304, 348-351 TE: 304A-304B, 348-351</p>
<p>b. right triangle trigonometry;</p>	<p>Mathematics II SE: 461-467, 471-473 TE: 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 348-351 TE: 304A-304B, 348-351</p>

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<p>c. properties of special right triangles.</p>	<p>Mathematics II SE: 452-460, 461-467, 471-472 TE: 460A-460B, 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 348-351 TE: 304A-304B, 348-351</p>
<p>2. Use similarity to calculate values of sine, cosine, and tangent.</p>	<p>Mathematics II SE: 461-467, 471-473 TE: 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 348-351 TE: 304A-304B, 348-351</p>
<p>3. Understand that when given one side length and one acute angle measure in a right triangle, the remaining values can be determined.</p>	<p>Mathematics II SE: 461-467, 471-473 TE: 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 316-322, 348-351 TE: 304A-304B, 322A-322B, 348-351</p>
<p>4. Solve problems using the relationship between sine and cosine of complementary angles.</p>	<p>Mathematics II SE: 461-467, 471-473 TE: 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 316-322, 348-351 TE: 304A-304B, 322A-322B, 348-351</p>
<p>5. Fluently apply properties of special right triangles to determine side lengths and calculate trigonometric ratios of 30, 45, and 60 degrees.</p>	<p>Mathematics II SE: 461-467, 471-473 TE: 467A-467B, 471-473</p> <p>Mathematics III SE: 297-304, 348-351 TE: 304A-304B, 348-351</p>

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To the SAT Math Test Measured Content and Skills**

Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
Circles	
1. Use definitions, properties, and theorems relating to circles and parts of circles, such as radii, diameters, tangents, angles, arcs, arc lengths, and sector areas, to solve problems.	<p>Mathematics II SE: 569-576, 577-584, 594-600, 609-611 TE: 576A-576B, 584A-584B, 600A-600B, 609-611</p> <p>Mathematics III SE: 511-518, 519-526, 528-535, 536-542, 543-550, 551-553 TE: 518A-518B, 526A-526B, 535A-535B, 542A-542B, 550A-550B, 551-553</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics I SE: 415-422, 423-427 TE: 422A-422B, 423-427</p>
2. Solve problems using	
a. radian measure;	<p>Mathematics III SE: 305-315, 348-351 TE: 315A-315B, 348-351</p> <p>Teachers also have the opportunity to address this content dimension through the following pages:</p> <p>Mathematics II SE: 569-576, 609-611 TE: 576A-576B, 609-611</p>
b. trigonometric ratios in the unit circle.	<p>Mathematics III SE: 316-322, 348-351 TE: 322A-322B, 348-351</p>
3. Create an equation to represent a circle in the xy -plane.	<p>Mathematics II SE: 550-555, 609-611 TE: 555A-555B, 609-611</p> <p>Mathematics III SE: 491-496, 504-507 TE: 496A-496B, 504-507</p>

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Content and Skills Measured by the SAT Math Test Content Dimensions	enVision Integrated Mathematics ©2019
4. Describe how	
a. a change to the equation representing a circle in the xy -plane affects the graph of the circle;	<p>Mathematics II SE: 550-555, 609-611 TE: 555A-555B, 609-611</p> <p>Mathematics III SE: 491-496, 504-507 TE: 496A-496B, 504-507</p>
b. a change in the graph of the circle affects the equation of the circle.	<p>Mathematics II SE: 550-555, 609-611 TE: 555A-555B, 609-611</p> <p>Mathematics III SE: 491-496, 504-507 TE: 496A-496B, 504-507</p>
5. Understand that the ordered pairs that satisfy an equation of the form $(x - h)^2 + (y - k)^2 = r^2$ form a circle when plotted in the xy -plane.	<p>Mathematics II SE: 550-555, 609-611 TE: 555A-555B, 609-611</p> <p>Mathematics III SE: 491-496, 504-507 TE: 496A-496B, 504-507</p>
6. Convert between angle measures in degrees and radians.	<p>Mathematics III SE: 305-315, 348-351 TE: 315A-315B, 348-351</p>
7. Complete the square in an equation representing a circle to determine properties of the circle when it is graphed in the xy -plane, and use the distance formula in problems related to circles.	<p>Mathematics II SE: 550-555, 609-611 TE: 555A-555B, 609-611</p> <p>Mathematics III SE: 491-496, 504-507 TE: 496A-496B, 504-507</p>
Complex numbers	
1. Apply knowledge and understanding of the complex number system to add, subtract, multiply, and divide with complex numbers and solve problems.	<p>Mathematics II SE: 183-189, 223-225 TE: 189A-189B, 223-225</p>

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