

**2025-2026 STATE OF FLORIDA  
INSTRUCTIONAL MATERIALS ADOPTION  
COURSE STANDARDS/BENCHMARK ALIGNMENT (FORM IM7)**

**BID #:** 1874

**SUBMISSION TITLE:** Amplify Desmos Math Florida Algebra 1

**GRADE LEVEL:** 9-12

**COURSE TITLE:** Algebra 1

**COURSE CODE #:** 1200310

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**PUBLISHER:** Amplify Education, Inc.

| BENCHMARK CODE | BENCHMARK                                                                                                                                                                                            | LESSON WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL                                                                                                                                                                                                                                                                                                                                                                                                              |
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| MA.912.AR.1.1  | Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. | <p>Student Edition</p> <ul style="list-style-type: none"><li>• <a href="#">Unit 5, Lesson 2</a>, pp. 475-482</li><li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505-512</li><li>• <a href="#">Unit 5, Lesson 7</a>, pp. 513-520</li></ul> <p>Teacher Edition</p> <ul style="list-style-type: none"><li>• <a href="#">Unit 5, Lesson 2</a>, pp. 475A-482</li><li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505A-512</li><li>• <a href="#">Unit 5, Lesson 7</a>, pp. 513A-520</li></ul> |

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| MA.912.AR.1.2 | Rearrange equations or formulas to isolate a quantity of interest.                   | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 5</a>, pp. 34-41</li> <li>• <a href="#">Unit 1, Lesson 6</a>, pp. 42-48</li> <li>• <a href="#">Unit 1, Lesson 7</a>, pp. 49-55</li> <li>• <a href="#">Unit 7, Lesson 14</a>, pp. 815-822</li> <li>• <a href="#">Unit 7, Lesson 15</a>, pp. 823-829</li> <li>• <a href="#">Unit 7, Lesson 16</a>, pp. 831-838</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 5</a>, pp. 34A-41</li> <li>• <a href="#">Unit 1, Lesson 6</a>, pp. 42A-48</li> <li>• <a href="#">Unit 1, Lesson 7</a>, pp. 49A-55</li> <li>• <a href="#">Unit 7, Lesson 14</a>, pp. 815A-822</li> <li>• <a href="#">Unit 7, Lesson 15</a>, pp. 823A-829</li> <li>• <a href="#">Unit 7, Lesson 16</a>, pp. 831A-838</li> </ul> |
| MA.912.AR.1.3 | Add, subtract and multiply polynomial expressions with rational number coefficients. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 7, Lesson 1</a>, pp. 711-718</li> <li>• <a href="#">Unit 7, Lesson 2</a>, pp. 719-726</li> <li>• <a href="#">Unit 7, Lesson 3</a>, pp. 727-734</li> <li>• <a href="#">Unit 7, Lesson 15</a>, pp. 823-829</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 7, Lesson 1</a>, pp. 711A-718</li> <li>• <a href="#">Unit 7, Lesson 2</a>, pp. 719A-726</li> <li>• <a href="#">Unit 7, Lesson 3</a>, pp. 727A-734</li> <li>• <a href="#">Unit 7, Lesson 15</a>, pp. 823A-829</li> </ul>                                                                                                                                                                                                                               |

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| MA.912.AR.1.4 | Divide a polynomial expression by a monomial expression with rational number coefficients. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 7, Lesson 5</a>, pp. 743-749</li> <li>• <a href="#">Unit 7, Lesson 6</a>, pp. 750-756</li> <li>• <a href="#">Unit 7, Lesson 7</a>, pp. 757-765</li> <li>• <a href="#">Unit 7, Lesson 8</a>, pp. 766-772</li> <li>• <a href="#">Unit 7, Lesson 9</a>, pp. 773-780</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 7, Lesson 5</a>, pp. 743A-749</li> <li>• <a href="#">Unit 7, Lesson 6</a>, pp. 750A-756</li> <li>• <a href="#">Unit 7, Lesson 7</a>, pp. 757A-765</li> <li>• <a href="#">Unit 7, Lesson 8</a>, pp. 766A-772</li> <li>• <a href="#">Unit 7, Lesson 9</a>, pp. 773A-780</li> </ul>                                                                                                                                                                                                                                                                                                                                                                |
| MA.912.AR.1.7 | Rewrite a polynomial expression as a product of polynomials over the real number system.   | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 7, Lesson 4</a>, pp. 735-742</li> <li>• <a href="#">Unit 7, Lesson 5</a>, pp. 743-749</li> <li>• <a href="#">Unit 7, Lesson 7</a>, pp. 757-765</li> <li>• <a href="#">Unit 7, Lesson 8</a>, pp. 766-772</li> <li>• <a href="#">Unit 7, Lesson 9</a>, pp. 773-780</li> <li>• <a href="#">Unit 7, Lesson 13</a>, pp. 807-814</li> <li>• <a href="#">Unit 7, Lesson 14</a>, pp. 815-822</li> <li>• <a href="#">Unit 7, Lesson 15</a>, pp. 823-829</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 7, Lesson 4</a>, pp. 735A-742</li> <li>• <a href="#">Unit 7, Lesson 5</a>, pp. 743A-749</li> <li>• <a href="#">Unit 7, Lesson 7</a>, pp. 757A-765</li> <li>• <a href="#">Unit 7, Lesson 8</a>, pp. 766A-772</li> <li>• <a href="#">Unit 7, Lesson 9</a>, pp. 773A-780</li> <li>• <a href="#">Unit 7, Lesson 13</a>, pp. 807A-814</li> <li>• <a href="#">Unit 7, Lesson 14</a>, pp. 815A-822</li> <li>• <a href="#">Unit 7, Lesson 15</a>, pp. 823A-829</li> </ul> |

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| MA.912.AR.2.1 | Given a real-world context, write and solve one-variable multi-step linear equations.                                                                                                           | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 2</a>, pp. 10-16</li> <li>• <a href="#">Unit 1, Lesson 3</a>, pp. 17-24</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 2</a>, pp. 10A-16</li> <li>• <a href="#">Unit 1, Lesson 3</a>, pp. 17A-24</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| MA.912.AR.2.2 | Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 6</a>, pp. 42-48</li> <li>• <a href="#">Unit 1, Lesson 7</a>, pp. 49-55</li> <li>• <a href="#">Unit 1, Lesson 8</a>, pp. 56-63</li> <li>• <a href="#">Unit 1, Lesson 9</a>, pp. 64-71</li> <li>• <a href="#">Unit 2, Lesson 16</a>, pp. 265-273</li> <li>• <a href="#">Unit 4, Lesson 6</a>, pp. 427-433</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 6</a>, pp. 42A-48</li> <li>• <a href="#">Unit 1, Lesson 7</a>, pp. 49A-55</li> <li>• <a href="#">Unit 1, Lesson 8</a>, pp. 56A-63</li> <li>• <a href="#">Unit 1, Lesson 9</a>, pp. 64A-71</li> <li>• <a href="#">Unit 2, Lesson 16</a>, pp. 265A-273</li> <li>• <a href="#">Unit 4, Lesson 6</a>, pp. 427A-433</li> </ul> |
| MA.912.AR.2.3 | Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.                                                               | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 9</a>, pp. 64-71</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 9</a>, pp. 64A-71</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| MA.912.AR.2.4 | Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.                                | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 6</a>, pp. 42-48</li> <li>• <a href="#">Unit 1, Lesson 7</a>, pp. 49-55</li> <li>• <a href="#">Unit 1, Lesson 8</a>, pp. 56-63</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 6</a>, pp. 42A-48</li> <li>• <a href="#">Unit 1, Lesson 7</a>, pp. 49A-55</li> <li>• <a href="#">Unit 1, Lesson 8</a>, pp. 56A-63</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| MA.912.AR.2.5 | Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 5</a>, pp. 34-41</li> <li>• <a href="#">Unit 1, Lesson 6</a>, pp. 42-48</li> <li>• <a href="#">Unit 1, Lesson 8</a>, pp. 56-63</li> <li>• <a href="#">Unit 1, Lesson 9</a>, pp. 64-71</li> <li>• <a href="#">Unit 2, Lesson 14</a>, pp. 250-256</li> <li>• <a href="#">Unit 2, Lesson 15</a>, pp. 257-264</li> <li>• <a href="#">Unit 2, Lesson 16</a>, pp. 265-273</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 5</a>, pp. 34A-41</li> <li>• <a href="#">Unit 1, Lesson 6</a>, pp. 42A-48</li> <li>• <a href="#">Unit 1, Lesson 8</a>, pp. 56A-63</li> <li>• <a href="#">Unit 1, Lesson 9</a>, pp. 64A-71</li> <li>• <a href="#">Unit 2, Lesson 14</a>, pp. 250A-256</li> <li>• <a href="#">Unit 2, Lesson 15</a>, pp. 257A-264</li> <li>• <a href="#">Unit 2, Lesson 16</a>, pp. 265A-273</li> </ul> |

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| MA.912.AR.2.6 | Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 10</a>, pp. 73-80</li> <li>• <a href="#">Unit 1, Lesson 11</a>, pp. 81-87</li> <li>• <a href="#">Unit 1, Lesson 12</a>, pp. 88-95</li> <li>• <a href="#">Unit 1, Lesson 13</a>, pp. 96-105</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 10</a>, pp. 73A-80</li> <li>• <a href="#">Unit 1, Lesson 11</a>, pp. 81A-87</li> <li>• <a href="#">Unit 1, Lesson 12</a>, pp. 88A-95</li> <li>• <a href="#">Unit 1, Lesson 13</a>, pp. 96A-105</li> </ul> |
| MA.912.AR.2.7 | Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.          | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 18</a>, pp. 140-146</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 18</a>, pp. 140A-146</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |
| MA.912.AR.2.8 | Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.                                                                          | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 16</a>, pp. 123-131</li> <li>• <a href="#">Unit 1, Lesson 17</a>, pp. 132-139</li> <li>• <a href="#">Unit 1, Lesson 18</a>, pp. 140-146</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 16</a>, pp. 123A-131</li> <li>• <a href="#">Unit 1, Lesson 17</a>, pp. 132A-139</li> <li>• <a href="#">Unit 1, Lesson 18</a>, pp. 140A-146</li> </ul>                                                                                                        |

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| MA.912.AR.3.1 | Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 7, Lesson 9</a>, pp. 773-780</li> <li>• <a href="#">Unit 7, Lesson 10</a>, pp. 783-790</li> <li>• <a href="#">Unit 7, Lesson 11</a>, pp. 791-798</li> <li>• <a href="#">Unit 7, Lesson 12</a>, pp. 799-806</li> <li>• <a href="#">Unit 7, Lesson 14</a>, pp. 815-822</li> <li>• <a href="#">Unit 7, Lesson 16</a>, pp. 831-838</li> <li>• <a href="#">Unit 7, Lesson 17</a>, pp. 839-845</li> <li>• <a href="#">Unit 7, Lesson 18</a>, pp. 846-853</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 7, Lesson 9</a>, pp. 773A-780</li> <li>• <a href="#">Unit 7, Lesson 10</a>, pp. 783A-790</li> <li>• <a href="#">Unit 7, Lesson 11</a>, pp. 791-798</li> <li>• <a href="#">Unit 7, Lesson 12</a>, pp. 799A-806</li> <li>• <a href="#">Unit 7, Lesson 14</a>, pp. 815A-822</li> <li>• <a href="#">Unit 7, Lesson 16</a>, pp. 831A-838</li> <li>• <a href="#">Unit 7, Lesson 17</a>, pp. 839A-845</li> <li>• <a href="#">Unit 7, Lesson 18</a>, pp. 846A-853</li> </ul> |
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| MA.912.AR.3.4 | Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6, Lesson 2</a>, pp. 599-607</li> <li>• <a href="#">Unit 6, Lesson 10</a>, pp. 659-666</li> <li>• <a href="#">Unit 6, Lesson 11</a>, pp. 667-674</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675-681</li> <li>• <a href="#">Unit 6, Lesson 13</a>, pp. 683-691</li> <li>• <a href="#">Unit 6, Lesson 15</a>, pp. 701-708</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6, Lesson 2</a>, pp. 599A-607</li> <li>• <a href="#">Unit 6, Lesson 10</a>, pp. 659A-666</li> <li>• <a href="#">Unit 6, Lesson 11</a>, pp. 667A-674</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675A-681</li> <li>• <a href="#">Unit 6, Lesson 13</a>, pp. 683A-691</li> <li>• <a href="#">Unit 6, Lesson 15</a>, pp. 701A-708</li> </ul> |
| MA.912.AR.3.5 | Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.                                                                   | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6, Lesson 11</a>, pp. 667-674</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6, Lesson 11</a>, pp. 667A-674</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| MA.912.AR.3.6 | Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.                                | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6, Lesson 10</a>, pp. 659-666</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675-681</li> <li>• <a href="#">Unit 6, Lesson 13</a>, pp. 683-691</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6, Lesson 10</a>, pp. 659A-666</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675A-681</li> <li>• <a href="#">Unit 6, Lesson 13</a>, pp. 683A-691</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |



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| MA.912.AR.3.7 | <p>Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.</p> | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6, Lesson 4</a>, pp. 615-622</li> <li>• <a href="#">Unit 6, Lesson 5</a>, pp. 623-630</li> <li>• <a href="#">Unit 6, Lesson 6</a>, pp. 631-638</li> <li>• <a href="#">Unit 6, Lesson 7</a>, pp. 639-644</li> <li>• <a href="#">Unit 6, Lesson 8</a>, pp. 647-652</li> <li>• <a href="#">Unit 6, Lesson 9</a>, pp. 653-658</li> <li>• <a href="#">Unit 6, Lesson 10</a>, pp. 659-666</li> <li>• <a href="#">Unit 6, Lesson 11</a>, pp. 667-674</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675-681</li> <li>• <a href="#">Unit 6, Lesson 13</a>, pp. 683-691</li> <li>• <a href="#">Unit 6, Lesson 14</a>, pp. 692-700</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6, Lesson 4</a>, pp. 615A-622</li> <li>• <a href="#">Unit 6, Lesson 5</a>, pp. 623A-630</li> <li>• <a href="#">Unit 6, Lesson 6</a>, pp. 631A-638</li> <li>• <a href="#">Unit 6, Lesson 7</a>, pp. 639A-644</li> <li>• <a href="#">Unit 6, Lesson 8</a>, pp. 647A-652</li> <li>• <a href="#">Unit 6, Lesson 9</a>, pp. 653A-658</li> <li>• <a href="#">Unit 6, Lesson 10</a>, pp. 659A-666</li> <li>• <a href="#">Unit 6, Lesson 11</a>, pp. 667A-674</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675A-681</li> <li>• <a href="#">Unit 6, Lesson 13</a>, pp. 683A-691</li> <li>• <a href="#">Unit 6, Lesson 14</a>, pp. 692A-700</li> </ul> |
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| MA.912.AR.3.8 | Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6, Lesson 7</a>, pp. 639-644</li> <li>• <a href="#">Unit 6, Lesson 13</a>, pp. 683-691</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6, Lesson 7</a>, pp. 639A-644</li> <li>• <a href="#">Unit 6, Lesson 13</a>, pp. 683A-691</li> </ul>                                                                                                                  |
| MA.912.AR.4.1 | Given a mathematical or real-world context, write and solve one-variable absolute value equations.                                                                        | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 14</a>, pp. 106-113</li> <li>• <a href="#">Unit 1, Lesson 15</a>, pp. 114-122</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 14</a>, pp. 106A-113</li> <li>• <a href="#">Unit 1, Lesson 15</a>, pp. 114A-122</li> </ul>                                                                                                                |
| MA.912.AR.4.3 | Given a table, equation or written description of an absolute value function, graph that function and determine its key features.                                         | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 12</a>, pp. 375-383</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 12</a>, pp. 375A-383</li> </ul>                                                                                                                                                                                                                                     |
| MA.912.AR.5.3 | Given a mathematical or real-world context, classify an exponential function as representing growth or decay.                                                             | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 3</a>, pp. 483-488</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505-512</li> <li>• <a href="#">Unit 5, Lesson 7</a>, pp. 513-520</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 3</a>, pp. 483A-488</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505A-512</li> <li>• <a href="#">Unit 5, Lesson 7</a>, pp. 513A-520</li> </ul> |

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| MA.912.AR.5.4 | Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 4</a>, pp. 489-496</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 4</a>, pp. 489A-496</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| MA.912.AR.5.6 | Given a table, equation or written description of an exponential function, graph that function and determine its key features.                                                         | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 4</a>, pp. 489-496</li> <li>• <a href="#">Unit 5, Lesson 7</a>, pp. 513-520</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 4</a>, pp. 489A-496</li> <li>• <a href="#">Unit 5, Lesson 7</a>, pp. 513A-520</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| MA.912.AR.9.1 | Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.                                                    | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 4, Lesson 1</a>, pp. 387-395</li> <li>• <a href="#">Unit 4, Lesson 2</a>, pp. 396-403</li> <li>• <a href="#">Unit 4, Lesson 3</a>, pp. 404-410</li> <li>• <a href="#">Unit 4, Lesson 4</a>, pp. 411-418</li> <li>• <a href="#">Unit 4, Lesson 5</a>, pp. 419-426</li> <li>• <a href="#">Unit 4, Lesson 6</a>, pp. 427-433</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 4, Lesson 1</a>, pp. 387A-395</li> <li>• <a href="#">Unit 4, Lesson 2</a>, pp. 396A-403</li> <li>• <a href="#">Unit 4, Lesson 3</a>, pp. 404A-410</li> <li>• <a href="#">Unit 4, Lesson 4</a>, pp. 411A-418</li> <li>• <a href="#">Unit 4, Lesson 5</a>, pp. 419A-426</li> <li>• <a href="#">Unit 4, Lesson 6</a>, pp. 427A-433</li> </ul> |

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| MA.912.AR.9.4 | Graph the solution set of a system of two-variable linear inequalities.                                                                                                         | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 4, Lesson 9</a>, pp. 451-457</li> <li>• <a href="#">Unit 4, Lesson 10</a>, pp. 458-463</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 4, Lesson 9</a>, pp. 451A-457</li> <li>• <a href="#">Unit 4, Lesson 10</a>, pp. 458A-463</li> </ul>                                                                                                                                                                                                                                                                                                                                                          |
| MA.912.AR.9.6 | Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.              | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 4, Lesson 7</a>, pp. 435-441</li> <li>• <a href="#">Unit 4, Lesson 10</a>, pp. 458-463</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 4, Lesson 7</a>, pp. 435A-441</li> <li>• <a href="#">Unit 4, Lesson 10</a>, pp. 458A-463</li> </ul>                                                                                                                                                                                                                                                                                                                                                          |
| MA.912.DP.1.1 | Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 1</a>, pp. 151-158</li> <li>• <a href="#">Unit 2, Lesson 2</a>, pp. 159-164</li> <li>• <a href="#">Unit 2, Lesson 3</a>, pp. 167-175</li> <li>• <a href="#">Unit 2, Lesson 4</a>, pp. 176-183</li> <li>• <a href="#">Unit 2, Lesson 10</a>, pp. 218-223</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 1</a>, pp. 151A-158</li> <li>• <a href="#">Unit 2, Lesson 2</a>, pp. 159A-164</li> <li>• <a href="#">Unit 2, Lesson 3</a>, pp. 167A-175</li> <li>• <a href="#">Unit 2, Lesson 4</a>, pp. 176A-185</li> <li>• <a href="#">Unit 2, Lesson 10</a>, pp. 218A-223</li> </ul> |

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| MA.912.DP.1.2 | Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 1</a>, pp. 151-158</li> <li>• <a href="#">Unit 2, Lesson 2</a>, pp. 159-164</li> <li>• <a href="#">Unit 2, Lesson 3</a>, pp. 167-175</li> <li>• <a href="#">Unit 2, Lesson 4</a>, pp. 176-183</li> <li>• <a href="#">Unit 2, Lesson 5</a>, pp. 184-191</li> <li>• <a href="#">Unit 2, Lesson 6</a>, pp. 192-199</li> <li>• <a href="#">Unit 2, Lesson 7</a>, pp. 200-205</li> <li>• <a href="#">Unit 2, Lesson 13</a>, pp. 241-249</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 1</a>, pp. 151A-158</li> <li>• <a href="#">Unit 2, Lesson 2</a>, pp. 159A-164</li> <li>• <a href="#">Unit 2, Lesson 3</a>, pp. 167A-175</li> <li>• <a href="#">Unit 2, Lesson 4</a>, pp. 176A-183</li> <li>• <a href="#">Unit 2, Lesson 5</a>, pp. 184A-191</li> <li>• <a href="#">Unit 2, Lesson 6</a>, pp. 192A-199</li> <li>• <a href="#">Unit 2, Lesson 7</a>, pp. 200A-205</li> <li>• <a href="#">Unit 2, Lesson 13</a>, pp. 241A-249</li> </ul> |
| MA.912.DP.1.3 | Explain the difference between correlation and causation in the contexts of both numerical and categorical data.                                                                                                          | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 17</a>, pp. 274-280</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 17</a>, pp. 274A-280</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| MA.912.DP.1.4 | Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.                                                                                  | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 9</a>, pp. 212-217</li> <li>• <a href="#">Unit 2, Lesson 10</a>, pp. 218-223</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 9</a>, pp. 212A-217</li> <li>• <a href="#">Unit 2, Lesson 10</a>, pp. 218A-223</li> </ul>                                                                                                                        |
| MA.912.DP.2.4 | Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 15</a>, pp. 257-264</li> <li>• <a href="#">Unit 2, Lesson 16</a>, pp. 265-273</li> <li>• <a href="#">Unit 2, Lesson 17</a>, pp. 274-280</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 15</a>, pp. 257A-254</li> <li>• <a href="#">Unit 2, Lesson 16</a>, pp. 265A-273</li> <li>• <a href="#">Unit 2, Lesson 17</a>, pp. 274A-280</li> </ul> |
| MA.912.DP.2.6 | Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.                                              | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 15</a>, pp. 257-264</li> <li>• <a href="#">Unit 2, Lesson 16</a>, pp. 265-273</li> <li>• <a href="#">Unit 2, Lesson 17</a>, pp. 274-280</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 15</a>, pp. 257A-264</li> <li>• <a href="#">Unit 2, Lesson 16</a>, pp. 265A-273</li> <li>• <a href="#">Unit 2, Lesson 17</a>, pp. 274A-280</li> </ul> |

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| MA.912.DP.3.1 | Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 11</a>, pp. 225-232</li> <li>• <a href="#">Unit 2, Lesson 12</a>, pp. 233-240</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2, Lesson 11</a>, pp. 225A-232</li> <li>• <a href="#">Unit 2, Lesson 12</a>, pp. 233A-240</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| MA.912.F.1.1  | Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.                           | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 3</a>, pp. 299-305</li> <li>• <a href="#">Unit 3, Lesson 4</a>, pp. 306-313</li> <li>• <a href="#">Unit 5, Lesson 1</a>, pp. 467-474</li> <li>• <a href="#">Unit 6, Lesson 1</a>, pp. 591-598</li> <li>• <a href="#">Unit 6, Lesson 2</a>, pp. 599-607</li> <li>• <a href="#">Unit 6, Lesson 3</a>, pp. 608-614</li> <li>• <a href="#">Unit 6, Lesson 4</a>, pp. 615-622</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 3</a>, pp. 299A-305</li> <li>• <a href="#">Unit 3, Lesson 4</a>, pp. 306A-313</li> <li>• <a href="#">Unit 5, Lesson 1</a>, pp. 467A-474</li> <li>• <a href="#">Unit 6, Lesson 1</a>, pp. 581A-598</li> <li>• <a href="#">Unit 6, Lesson 2</a>, pp. 599A-607</li> <li>• <a href="#">Unit 6, Lesson 3</a>, pp. 608A-614</li> <li>• <a href="#">Unit 6, Lesson 4</a>, pp. 615A-622</li> </ul> |

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| MA.912.F.1.2 | <p>Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.</p> | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 2</a>, pp. 291-298</li> <li>• <a href="#">Unit 3, Lesson 4</a>, pp. 306-313</li> <li>• <a href="#">Unit 3, Lesson 5</a>, pp. 315-322</li> <li>• <a href="#">Unit 3, Lesson 8</a>, pp. 340-347</li> <li>• <a href="#">Unit 3, Lesson 9</a>, pp. 348-355</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356-364</li> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367-374</li> <li>• <a href="#">Unit 3, Lesson 12</a>, pp. 375-383</li> <li>• <a href="#">Unit 5, Lesson 4</a>, pp. 489-496</li> <li>• <a href="#">Unit 5, Lesson 5</a>, pp. 497-502</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505-512</li> <li>• <a href="#">Unit 5, Lesson 8</a>, pp. 523-531</li> <li>• <a href="#">Unit 6, Lesson 8</a>, pp. 647-652</li> <li>• <a href="#">Unit 6, Lesson 9</a>, pp. 653-658</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 2</a>, pp. 291A-298</li> <li>• <a href="#">Unit 3, Lesson 4</a>, pp. 306A-313</li> <li>• <a href="#">Unit 3, Lesson 5</a>, pp. 315A-322</li> <li>• <a href="#">Unit 3, Lesson 8</a>, pp. 340A-347</li> <li>• <a href="#">Unit 3, Lesson 9</a>, pp. 348A-355</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356A-364</li> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367A-374</li> <li>• <a href="#">Unit 3, Lesson 12</a>, pp. 375A-383</li> <li>• <a href="#">Unit 5, Lesson 4</a>, pp. 489A-496</li> <li>• <a href="#">Unit 5, Lesson 5</a>, pp. 497A-502</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505A-512</li> <li>• <a href="#">Unit 5, Lesson 8</a>, pp. 523A-531</li> <li>• <a href="#">Unit 6, Lesson 8</a>, pp. 647A-652</li> <li>• <a href="#">Unit 6, Lesson 9</a>, pp. 653A-658</li> </ul> |
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| MA.912.F.1.3 |                                                                                                                          | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 8</a>, pp. 340-347</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 8</a>, pp. 340A-347</li> </ul>                                                                                                                                                                                                                                                                                                                                                            |
| MA.912.F.1.5 | Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 4</a>, pp. 306-313</li> <li>• <a href="#">Unit 3, Lesson 8</a>, pp. 340-347</li> <li>• <a href="#">Unit 3, Lesson 9</a>, pp. 348-355</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356-364</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 4</a>, pp. 306A-313</li> <li>• <a href="#">Unit 3, Lesson 8</a>, pp. 340A-347</li> <li>• <a href="#">Unit 3, Lesson 9</a>, pp. 348A-355</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356A-364</li> </ul> |

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| MA.912.F.1.6 | Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 4</a>, pp. 306-313</li> <li>• <a href="#">Unit 3, Lesson 5</a>, pp. 315-322</li> <li>• <a href="#">Unit 3, Lesson 6</a>, pp. 323-330</li> <li>• <a href="#">Unit 3, Lesson 8</a>, pp. 340-347</li> <li>• <a href="#">Unit 3, Lesson 9</a>, pp. 348-355</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356-364</li> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367-374</li> <li>• <a href="#">Unit 5, Lesson 1</a>, pp. 467-474</li> <li>• <a href="#">Unit 5, Lesson 2</a>, pp. 475-482</li> <li>• <a href="#">Unit 5, Lesson 3</a>, pp. 483-488</li> <li>• <a href="#">Unit 5, Lesson 4</a>, pp. 489-496</li> <li>• <a href="#">Unit 5, Lesson 12</a>, pp. 555-562</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 4</a>, pp. 306A-313</li> <li>• <a href="#">Unit 3, Lesson 5</a>, pp. 315A-322</li> <li>• <a href="#">Unit 3, Lesson 6</a>, pp. 323A-330</li> <li>• <a href="#">Unit 3, Lesson 8</a>, pp. 340A-347</li> <li>• <a href="#">Unit 3, Lesson 9</a>, pp. 348A-355</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356A-364</li> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367A-374</li> <li>• <a href="#">Unit 5, Lesson 1</a>, pp. 467A-474</li> <li>• <a href="#">Unit 5, Lesson 2</a>, pp. 475A-482</li> <li>• <a href="#">Unit 5, Lesson 3</a>, pp. 483A-488</li> <li>• <a href="#">Unit 5, Lesson 4</a>, pp. 489A-496</li> <li>• <a href="#">Unit 5, Lesson 12</a>, pp. 555A-562</li> </ul> |
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| MA.912.F.1.8 | Determine whether a linear, quadratic or exponential function best models a given real-world situation. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 1</a>, pp. 467-474</li> <li>• <a href="#">Unit 5, Lesson 2</a>, pp. 475-482</li> <li>• <a href="#">Unit 5, Lesson 3</a>, pp. 483-488</li> <li>• <a href="#">Unit 5, Lesson 4</a>, pp. 489-496</li> <li>• <a href="#">Unit 5, Lesson 5</a>, pp. 497-502</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505-512</li> <li>• <a href="#">Unit 6, Lesson 1</a>, pp. 591-598</li> <li>• <a href="#">Unit 6, Lesson 2</a>, pp. 599-607</li> <li>• <a href="#">Unit 6, Lesson 3</a>, pp. 608-614</li> <li>• <a href="#">Unit 6, Lesson 5</a>, pp. 623-630</li> <li>• <a href="#">Unit 6, Lesson 15</a>, pp. 701-708</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 1</a>, pp. 467A-474</li> <li>• <a href="#">Unit 5, Lesson 2</a>, pp. 475A-482</li> <li>• <a href="#">Unit 5, Lesson 3</a>, pp. 483A-488</li> <li>• <a href="#">Unit 5, Lesson 4</a>, pp. 489A-496</li> <li>• <a href="#">Unit 5, Lesson 5</a>, pp. 497A-502</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505A-512</li> <li>• <a href="#">Unit 6, Lesson 1</a>, pp. 581A-598</li> <li>• <a href="#">Unit 6, Lesson 2</a>, pp. 599A-607</li> <li>• <a href="#">Unit 6, Lesson 3</a>, pp. 608A-614</li> <li>• <a href="#">Unit 6, Lesson 5</a>, pp. 623A-630</li> <li>• <a href="#">Unit 6, Lesson 15</a>, pp. 701A-708</li> </ul> |
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| MA.912.F.2.1 | Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x)+k$ , $kf(x)$ , $f(kx)$ and $f(x+k)$ for specific values of $k$ .                                                                      | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367-374</li> <li>• <a href="#">Unit 6, Lesson 11</a>, pp. 667-674</li> <li>• <a href="#">Unit 6, Lesson 13</a>, pp. 683-691</li> <li>• <a href="#">Unit 6, Lesson 14</a>, pp. 692-700</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367A-374</li> <li>• <a href="#">Unit 6, Lesson 11</a>, pp. 667A-674</li> <li>• <a href="#">Unit 6, Lesson 13</a>, pp. 683A-691</li> <li>• <a href="#">Unit 6, Lesson 14</a>, pp. 692A-700</li> </ul> |
| MA.912.F.3.2 | Solve real-world problems involving simple, compound and continuously compounded interest.                                                                                                                                          | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 14</a>, pp. 571-579</li> <li>• <a href="#">Unit 5, Lesson 15</a>, pp. 580-586</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 14</a>, pp. 571A-579</li> <li>• <a href="#">Unit 5, Lesson 15</a>, pp. 580A-586</li> </ul>                                                                                                                                                                                                                                           |
| MA.912.F.3.4 | Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 14</a>, pp. 571-579</li> <li>• <a href="#">Unit 5, Lesson 15</a>, pp. 580-586</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 14</a>, pp. 571A-579</li> <li>• <a href="#">Unit 5, Lesson 15</a>, pp. 580A-586</li> </ul>                                                                                                                                                                                                                                           |

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| MA.912.NSO.1.1 | Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 8</a>, pp. 523-531</li> <li>• <a href="#">Unit 5, Lesson 9</a>, pp. 532-537</li> <li>• <a href="#">Unit 5, Lesson 10</a>, pp. 538-546</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 8</a>, pp. 523A-531</li> <li>• <a href="#">Unit 5, Lesson 9</a>, pp. 532A-537</li> <li>• <a href="#">Unit 5, Lesson 10</a>, pp. 538A-546</li> </ul> |
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| MA.912.NSO.1.2 | Generate equivalent algebraic expressions using the properties of exponents. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 5</a>, pp. 497-502</li> <li>• <a href="#">Unit 5, Lesson 8</a>, pp. 523-531</li> <li>• <a href="#">Unit 5, Lesson 9</a>, pp. 532-537</li> <li>• <a href="#">Unit 5, Lesson 10</a>, pp. 538-546</li> <li>• <a href="#">Unit 5, Lesson 13</a>, pp. 563-570</li> <li>• <a href="#">Unit 7, Lesson 2</a>, pp. 719-726</li> <li>• <a href="#">Unit 7, Lesson 3</a>, pp. 727-734</li> <li>• <a href="#">Unit 7, Lesson 4</a>, pp. 735-742</li> <li>• <a href="#">Unit 7, Lesson 5</a>, pp. 743-749</li> <li>• <a href="#">Unit 7, Lesson 6</a>, pp. 750-756</li> <li>• <a href="#">Unit 7, Lesson 7</a>, pp. 757-765</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 5</a>, pp. 497A-502</li> <li>• <a href="#">Unit 5, Lesson 8</a>, pp. 523A-531</li> <li>• <a href="#">Unit 5, Lesson 9</a>, pp. 532A-537</li> <li>• <a href="#">Unit 5, Lesson 10</a>, pp. 538A-546</li> <li>• <a href="#">Unit 5, Lesson 13</a>, pp. 563A-570</li> <li>• <a href="#">Unit 7, Lesson 2</a>, pp. 719A-726</li> <li>• <a href="#">Unit 7, Lesson 3</a>, pp. 727A-734</li> <li>• <a href="#">Unit 7, Lesson 4</a>, pp. 735A-742</li> <li>• <a href="#">Unit 7, Lesson 5</a>, pp. 743A-749</li> <li>• <a href="#">Unit 7, Lesson 6</a>, pp. 750A-756</li> <li>• <a href="#">Unit 7, Lesson 7</a>, pp. 757A-765</li> </ul> |
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| MA.912.NSO.1.4 | Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 8</a>, pp. 523-531</li> <li>• <a href="#">Unit 5, Lesson 9</a>, pp. 532-537</li> <li>• <a href="#">Unit 5, Lesson 10</a>, pp. 538-546</li> <li>• <a href="#">Unit 5, Lesson 11</a>, pp. 546-554</li> <li>• <a href="#">Unit 7, Lesson 12</a>, pp. 799-806</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 5, Lesson 8</a>, pp. 523A-531</li> <li>• <a href="#">Unit 5, Lesson 9</a>, pp. 532A-537</li> <li>• <a href="#">Unit 5, Lesson 10</a>, pp. 538A-546</li> <li>• <a href="#">Unit 5, Lesson 11</a>, pp. 547A-554</li> <li>• <a href="#">Unit 7, Lesson 12</a>, pp. 799A-806</li> </ul> |
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| MA.K12.MTR.1.1 | Actively participate in effortful learning both individually and collectively. | <p>Every Amplify Desmos Math Florida lesson supports the engagement expected through the Mathematical Thinking and Reasoning Standards. The lessons identified here represent examples of how learning and instruction support this standard across the units of Algebra 1.</p> <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 1</a>, pp. 3-9</li> <li>• <a href="#">Unit 2, Lesson 7</a>, pp. 200-205</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356-364</li> <li>• <a href="#">Unit 6, Lesson 5</a>, pp. 623-630</li> <li>• <a href="#">Unit 7, Lesson 1</a>, pp. 711-718</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 1</a>, pp. 3A-9</li> <li>• <a href="#">Unit 2, Lesson 7</a>, pp. 200A-205</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356A-364</li> <li>• <a href="#">Unit 6, Lesson 5</a>, pp. 623A-630</li> <li>• <a href="#">Unit 7, Lesson 1</a>, pp. 711A-718</li> </ul> |
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| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways. | <p>Every Amplify Desmos Math Florida lesson supports the engagement expected through the Mathematical Thinking and Reasoning Standards. The lessons identified here represent examples of how learning and instruction support this standard across the units of Algebra 1.</p> <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 4</a>, pp. 27-33</li> <li>• <a href="#">Unit 2, Lesson 6</a>, pp. 192-199</li> <li>• <a href="#">Unit 3, Lesson 7</a>, pp. 331-339</li> <li>• <a href="#">Unit 4, Lesson 10</a>, pp. 458-463</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505-512</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675-681</li> <li>• <a href="#">Unit 7, Lesson 15</a>, pp. 823-829</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 4</a>, pp. 27A-33</li> <li>• <a href="#">Unit 2, Lesson 6</a>, pp. 192A-199</li> <li>• <a href="#">Unit 3, Lesson 7</a>, pp. 331A-339</li> <li>• <a href="#">Unit 4, Lesson 10</a>, pp. 458A-463</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505A-512</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675A-681</li> <li>• <a href="#">Unit 7, Lesson 15</a>, pp. 823A-829</li> </ul> |
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| MA.K12.MTR.3.1 | Complete tasks with mathematical fluency. | <p>Every Amplify Desmos Math Florida lesson supports the engagement expected through the Mathematical Thinking and Reasoning Standards. The lessons identified here represent examples of how learning and instruction support this standard across the units of Algebra 1.</p> <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 4</a>, pp. 27-33</li> <li>• <a href="#">Unit 2, Lesson 5</a>, pp. 184-191</li> <li>• <a href="#">Unit 3, Lesson 4</a>, pp. 306-313</li> <li>• <a href="#">Unit 4, Lesson 2</a>, pp. 396-403</li> <li>• <a href="#">Unit 5, Lesson 10</a>, pp. 538-546</li> <li>• <a href="#">Unit 6, Lesson 5</a>, pp. 623-630</li> <li>• <a href="#">Unit 7, Lesson 17</a>, pp. 839-845</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 4</a>, pp. 27A-33</li> <li>• <a href="#">Unit 2, Lesson 5</a>, pp. 184A-191</li> <li>• <a href="#">Unit 3, Lesson 4</a>, pp. 306A-313</li> <li>• <a href="#">Unit 4, Lesson 2</a>, pp. 396A-403</li> <li>• <a href="#">Unit 5, Lesson 10</a>, pp. 538A-546</li> <li>• <a href="#">Unit 6, Lesson 5</a>, pp. 623A-630</li> <li>• <a href="#">Unit 7, Lesson 17</a>, pp. 839A-845</li> </ul> |
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| MA.K12.MTR.4.1 | Engage in discussions that reflect on the mathematical thinking of self and others. | <p>Every Amplify Desmos Math Florida lesson supports the engagement expected through the Mathematical Thinking and Reasoning Standards. The lessons identified here represent examples of how learning and instruction support this standard across the units of Algebra 1.</p> <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 5</a>, pp. 34-41</li> <li>• <a href="#">Unit 2, Lesson 7</a>, pp. 200-205</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356-364</li> <li>• <a href="#">Unit 4, Lesson 6</a>, pp. 427-433</li> <li>• <a href="#">Unit 5, Lesson 14</a>, pp. 571-579</li> <li>• <a href="#">Unit 6, Lesson 8</a>, pp. 647-652</li> <li>• <a href="#">Unit 7, Lesson 17</a>, pp. 839-845</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 5</a>, pp. 34A-41</li> <li>• <a href="#">Unit 2, Lesson 7</a>, pp. 200A-205</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356A-364</li> <li>• <a href="#">Unit 4, Lesson 6</a>, pp. 427A-433</li> <li>• <a href="#">Unit 5, Lesson 14</a>, pp. 571A-579</li> <li>• <a href="#">Unit 6, Lesson 8</a>, pp. 647A-652</li> <li>• <a href="#">Unit 7, Lesson 17</a>, pp. 839A-845</li> </ul> |
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| MA.K12.MTR.5.1 | Use patterns and structure to help understand and connect mathematical concepts. | <p>Every Amplify Desmos Math Florida lesson supports the engagement expected through the Mathematical Thinking and Reasoning Standards. The lessons identified here represent examples of how learning and instruction support this standard across the units of Algebra 1.</p> <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 2</a>, pp. 10-16</li> <li>• <a href="#">Unit 2, Lesson 8</a>, pp. 206-211</li> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367-374</li> <li>• <a href="#">Unit 4, Lesson 1</a>, pp. 387-395</li> <li>• <a href="#">Unit 5, Lesson 12</a>, pp. 555-562</li> <li>• <a href="#">Unit 6, Lesson 14</a>, pp. 692-700</li> <li>• <a href="#">Unit 7, Lesson 13</a>, pp. 807-814</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 2</a>, pp. 10A-16</li> <li>• <a href="#">Unit 2, Lesson 8</a>, pp. 206A-211</li> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367A-374</li> <li>• <a href="#">Unit 4, Lesson 1</a>, pp. 387A-395</li> <li>• <a href="#">Unit 5, Lesson 12</a>, pp. 555A-562</li> <li>• <a href="#">Unit 6, Lesson 14</a>, pp. 692A-700</li> <li>• <a href="#">Unit 7, Lesson 13</a>, pp. 807A-814</li> </ul> |
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| MA.K12.MTR.6.1 | Assess the reasonableness of solutions. | <p>Every Amplify Desmos Math Florida lesson supports the engagement expected through the Mathematical Thinking and Reasoning Standards. The lessons identified here represent examples of how learning and instruction support this standard across the units of Algebra 1.</p> <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 13</a>, pp. 96-105</li> <li>• <a href="#">Unit 2, Lesson 13</a>, pp. 241-249</li> <li>• <a href="#">Unit 3, Lesson 2</a>, pp. 291-298</li> <li>• <a href="#">Unit 4, Lesson 7</a>, pp. 435-441</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505-512</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675-681</li> <li>• <a href="#">Unit 7, Lesson 4</a>, pp. 735-742</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 13</a>, pp. 96A-105</li> <li>• <a href="#">Unit 2, Lesson 13</a>, pp. 241A-249</li> <li>• <a href="#">Unit 3, Lesson 2</a>, pp. 291A-298</li> <li>• <a href="#">Unit 4, Lesson 7</a>, pp. 435A-441</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505A-512</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675A-681</li> <li>• <a href="#">Unit 7, Lesson 4</a>, pp. 735A-742</li> </ul> |
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| MA.K12.MTR.7.1 | Apply mathematics to real-world contexts. | <p>Every Amplify Desmos Math Florida lesson supports the engagement expected through the Mathematical Thinking and Reasoning Standards. The lessons identified here represent examples of how learning and instruction support this standard across the units of Algebra 1.</p> <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 9</a>, pp. 64-71</li> <li>• <a href="#">Unit 2, Lesson 7</a>, pp. 200-205</li> <li>• <a href="#">Unit 4, Lesson 3</a>, pp. 404-410</li> <li>• <a href="#">Unit 5, Lesson 14</a>, pp. 571-579</li> <li>• <a href="#">Unit 6, Lesson 11</a>, pp. 667-674</li> <li>• <a href="#">Unit 7, Lesson 18</a>, pp. 846-853</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 9</a>, pp. 64A-71</li> <li>• <a href="#">Unit 2, Lesson 7</a>, pp. 200A-205</li> <li>• <a href="#">Unit 4, Lesson 3</a>, pp. 404A-410</li> <li>• <a href="#">Unit 5, Lesson 14</a>, pp. 571A-579</li> <li>• <a href="#">Unit 6, Lesson 11</a>, pp. 667A-674</li> <li>• <a href="#">Unit 7, Lesson 18</a>, pp. 846A-853</li> </ul> |
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| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 3</a>, pp. 17-24</li> <li>• <a href="#">Unit 2, Lesson 6</a>, pp. 192-199</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356-364</li> <li>• <a href="#">Unit 4, Lesson 7</a>, pp. 435-441</li> <li>• <a href="#">Unit 5, Lesson 13</a>, pp. 563-570</li> <li>• <a href="#">Unit 6, Lesson 10</a>, pp. 659-666</li> <li>• <a href="#">Unit 7, Lesson 18</a>, pp. 846-853</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 3</a>, pp. 17A-24</li> <li>• <a href="#">Unit 2, Lesson 6</a>, pp. 192A-199</li> <li>• <a href="#">Unit 3, Lesson 10</a>, pp. 356A-364</li> <li>• <a href="#">Unit 4, Lesson 7</a>, pp. 435A-441</li> <li>• <a href="#">Unit 5, Lesson 13</a>, pp. 563A-570</li> <li>• <a href="#">Unit 6, Lesson 10</a>, pp. 659A-666</li> <li>• <a href="#">Unit 7, Lesson 18</a>, pp. 846A-853</li> </ul> |
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| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 18</a>, pp. 140-146</li> <li>• <a href="#">Unit 2, Lesson 13</a>, pp. 241-249</li> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367-374</li> <li>• <a href="#">Unit 4, Lesson 6</a>, pp. 427-433</li> <li>• <a href="#">Unit 5, Lesson 7</a>, pp. 513-520</li> <li>• <a href="#">Unit 6, Lesson 15</a>, pp. 701-708</li> <li>• <a href="#">Unit 7, Lesson 16</a>, pp. 831-838</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 18</a>, pp. 140A-146</li> <li>• <a href="#">Unit 2, Lesson 13</a>, pp. 241A-249</li> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367A-374</li> <li>• <a href="#">Unit 4, Lesson 6</a>, pp. 427A-433</li> <li>• <a href="#">Unit 5, Lesson 7</a>, pp. 513A-520</li> <li>• <a href="#">Unit 6, Lesson 15</a>, pp. 701A-708</li> <li>• <a href="#">Unit 7, Lesson 16</a>, pp. 831A-838</li> </ul> |
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| ELA.K12.EE.3.1 | Make inferences to support comprehension. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 4</a>, pp. 27-33</li> <li>• <a href="#">Unit 2, Lesson 5</a>, pp. 184-191</li> <li>• <a href="#">Unit 3, Lesson 8</a>, pp. 340-347</li> <li>• <a href="#">Unit 4, Lesson 5</a>, pp. 419-426</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505-512</li> <li>• <a href="#">Unit 6, Lesson 14</a>, pp. 692-700</li> <li>• <a href="#">Unit 7, Lesson 16</a>, pp. 831-838</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 4</a>, pp. 27A-33</li> <li>• <a href="#">Unit 2, Lesson 5</a>, pp. 184A-191</li> <li>• <a href="#">Unit 3, Lesson 8</a>, pp. 340A-347</li> <li>• <a href="#">Unit 4, Lesson 5</a>, pp. 419A-426</li> <li>• <a href="#">Unit 5, Lesson 6</a>, pp. 505A-512</li> <li>• <a href="#">Unit 6, Lesson 14</a>, pp. 692A-700</li> <li>• <a href="#">Unit 7, Lesson 16</a>, pp. 831A-838</li> </ul> |
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| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 2</a>, pp. 10-16</li> <li>• <a href="#">Unit 2, Lesson 9</a>, pp. 212-217</li> <li>• <a href="#">Unit 3, Lesson 7</a>, pp. 331-339</li> <li>• <a href="#">Unit 4, Lesson 3</a>, pp. 404-410</li> <li>• <a href="#">Unit 5, Lesson 15</a>, pp. 580-586</li> <li>• <a href="#">Unit 6, Lesson 5</a>, pp. 623-630</li> <li>• <a href="#">Unit 6, Lesson 6</a>, pp. 631-638</li> <li>• <a href="#">Unit 7, Lesson 14</a>, pp. 815-822</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 2</a>, pp. 10A-16</li> <li>• <a href="#">Unit 2, Lesson 9</a>, pp. 212A-217</li> <li>• <a href="#">Unit 3, Lesson 7</a>, pp. 331A-339</li> <li>• <a href="#">Unit 4, Lesson 3</a>, pp. 404A-410</li> <li>• <a href="#">Unit 5, Lesson 15</a>, pp. 580A-586</li> <li>• <a href="#">Unit 6, Lesson 5</a>, pp. 623A-630</li> <li>• <a href="#">Unit 6, Lesson 6</a>, pp. 631A-638</li> <li>• <a href="#">Unit 7, Lesson 14</a>, pp. 815A-822</li> </ul> |
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| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 10</a>, pp. 73-80</li> <li>• <a href="#">Unit 2, Lesson 2</a>, pp. 159-164</li> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367-374</li> <li>• <a href="#">Unit 4, Lesson 2</a>, pp. 396-403</li> <li>• <a href="#">Unit 5, Lesson 9</a>, pp. 532-537</li> <li>• <a href="#">Unit 6, Lesson 3</a>, pp. 608-614</li> <li>• <a href="#">Unit 7, Lesson 2</a>, pp. 719-726</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 10</a>, pp. 73A-80</li> <li>• <a href="#">Unit 2, Lesson 2</a>, pp. 159A-164</li> <li>• <a href="#">Unit 3, Lesson 11</a>, pp. 367A-374</li> <li>• <a href="#">Unit 4, Lesson 2</a>, pp. 396A-403</li> <li>• <a href="#">Unit 5, Lesson 9</a>, pp. 532A-537</li> <li>• <a href="#">Unit 6, Lesson 3</a>, pp. 608A-614</li> <li>• <a href="#">Unit 7, Lesson 2</a>, pp. 719A-726</li> </ul> |
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| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 3</a>, pp. 17-24</li> <li>• <a href="#">Unit 2, Lesson 8</a>, pp. 206-211</li> <li>• <a href="#">Unit 3, Lesson 1</a>, pp. 283-290</li> <li>• <a href="#">Unit 4, Lesson 8</a>, pp. 442-450</li> <li>• <a href="#">Unit 5, Lesson 14</a>, pp. 571-579</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675-681</li> <li>• <a href="#">Unit 7, Lesson 9</a>, pp. 773-780</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 3</a>, pp. 17A-24</li> <li>• <a href="#">Unit 2, Lesson 8</a>, pp. 206A-211</li> <li>• <a href="#">Unit 3, Lesson 1</a>, pp. 283A-290</li> <li>• <a href="#">Unit 4, Lesson 8</a>, pp. 442A-450</li> <li>• <a href="#">Unit 5, Lesson 14</a>, pp. 571A-579</li> <li>• <a href="#">Unit 6, Lesson 12</a>, pp. 675A-681</li> <li>• <a href="#">Unit 7, Lesson 9</a>, pp. 773A-780</li> </ul> |
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| ELD.K12.ELL.MA.1 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | <p>Student Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 4</a>, pp. 27-33</li> <li>• <a href="#">Unit 2, Lesson 9</a>, pp. 212-217</li> <li>• <a href="#">Unit 3, Lesson 5</a>, pp. 315-322</li> <li>• <a href="#">Unit 4, Lesson 9</a>, pp. 451-457</li> <li>• <a href="#">Unit 5, Lesson 5</a>, pp. 497-502</li> <li>• <a href="#">Unit 6, Lesson 4</a>, pp. 615-622</li> <li>• <a href="#">Unit 7, Lesson 1</a>, pp. 711-718</li> </ul> <p>Teacher Edition</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 4</a>, pp. 27A-33</li> <li>• <a href="#">Unit 2, Lesson 9</a>, pp. 212A-217</li> <li>• <a href="#">Unit 3, Lesson 5</a>, pp. 315A-322</li> <li>• <a href="#">Unit 4, Lesson 9</a>, pp. 451A-457</li> <li>• <a href="#">Unit 5, Lesson 5</a>, pp. 497A-502</li> <li>• <a href="#">Unit 6, Lesson 4</a>, pp. 615A-622</li> <li>• <a href="#">Unit 7, Lesson 1</a>, pp. 711A-718</li> </ul> |
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