

**GLENCOE CORRELATION**  
**GEOMETRY © 2005**  
**ARIZONA**  
**Academic Content Standards**  
**High School**

CONTENT STANDARDS	PAGE REFERENCES
<b>Strand 1: Number Sense and Operations</b>	
<b>Concept 1: Number Sense</b> Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.	
PO 1. Classify real numbers as members of one or more subsets: natural, whole, integers, rational, or irrational numbers.	SE: Operations with integers are referenced on pages 734-735.
PO 2. Identify properties of the real number system: commutative, associative, distributive, identity, inverse, and closure.	SE: 80 #66-#68, 94-99, 106 #31-#34, 119 #39-#46, 757 #1-#4
PO 3. Distinguish between finite and infinite sets of numbers.	SE: 325
<b>Concept 2: Numerical Operations</b> Understand and apply numerical operations and their relationship to one another.	
PO 1. Select the grade level appropriate operation to solve word problems.	SE: 19 #57, 74 #55, 87 #35, 144 #50, 157 #46, 163 #29, 286 #33, 782-794
PO 2. Solve word problems using grade level appropriate operations and numbers.	SE: 19 #57, 74 #55, 87 #35, 144 #50, 157 #46, 279 #9, 338 #6, 782-794
PO 3. Simplify numerical expressions including signed numbers and absolute values.	SE: 5 #5-#12, 21, 122 #1, 338 #1, 341 #9-#12, 734-735
PO 4. Apply subscripts to represent ordinal position.	SE: <i>Key Concept</i> 21, 22, 139
PO 5. Use grade level appropriate mathematical terminology.	SE: 144 #53, 164 #33, 296 #56-#58
PO 6. Compute using scientific notation.	This objective can be referenced in Glencoe's <i>Algebra 1</i> .
PO 7. Simplify numerical expressions using the order of operations.	SE: 5 #5-#9, 138 #55-#59, 338 #1, 341 #9-#12, 736
<b>Concept 3: Estimation</b> Use estimation strategies reasonably and fluently.	
PO 1. Solve grade level appropriate problems using estimation.	SE: 19 #52-#55
PO 2. Determine if a solution to a problem is reasonable.	SE: 142 #2, 263 #2, 284 #3, 292 #1, 345 #3, 571 #2, 605 #2, 625 #3, 657 #3 <i>Geometry Software Investigation</i> 384
PO 3. Determine rational approximations of irrational numbers.	SE: 22 ex 2, 25 #24-#25, 25 #27-#28, 43 #52-#55, 55 #20-#23, 351
<b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>	
<b>Concept 1: Data Analysis (Statistics)</b> Understand and apply data collection, organization and representation to analyze and sort data.	
PO 1. Formulate questions to collect data in contextual situations.	This objective can be referenced in Glencoe's <i>Algebra 1</i> .

CONTENT STANDARDS	PAGE REFERENCES
PO 2. Organize collected data into an appropriate graphical representation.	SE: 791 #2-#4
PO 3. Display data as lists, tables, matrices, and plots.	SE: 791 #2-#4 <i>Web Quest 23</i>
PO 4. Construct equivalent displays of the same data.	SE: <i>Web Quest 164</i>
PO 5. Identify graphic misrepresentations and distortions of sets of data.	SE: graphs can be found on: <i>USA Today 16, 63, 143, 259, 296, 347, 474, 531, 614, 653</i>
PO 6. Identify which of the measures of central tendency is most appropriate in a given situation.	SE: median found on: 114 #45 mean found on: 183 #45, 245 #35-#36, 254 #60
PO 7. Make reasonable predictions based upon linear patterns in data sets or scatter plots.	SE: 404
PO 8. Make reasonable predictions for a set of data, based on patterns.	SE: 404 <i>Geometry Activity 406</i> <i>Spreadsheet Investigation 288</i> TWE: GA 406
PO 9. Draw inferences from charts, tables, graphs, plots, or data sets.	SE: 296 #38-#58, 626 #20-#23, 653 #34-#36 <i>Web Quest 65</i> TWE: TS 401
PO 10. Apply the concepts of mean, median, mode, range, and quartiles to summarize data sets.	SE: 114 #45, 245 #35-#36, 254 #60
PO 11. Evaluate the reasonableness of conclusions drawn from data analysis.	SE: 296 #58
PO 12. Recognize and explain the impact of interpreting data (making inferences or drawing conclusions) from a biased sample.	SE: Interpret data (no bias) on: 143 #39-#41, 143 #44-#46, 173 #15, 296 #56-#58, 339 #13, 399 #9-#10
PO 13. Draw a line of best fit for a scatter plot.	SE: Scatter plots are drawn on <i>Web Quest 23</i>
PO 14. Determine whether a displayed data has positive, negative, or no correlation.	SE: <i>Web Quest 65</i>
PO 15. Identify a normal distribution.	This objective can be referenced in Glencoe's <i>Algebra 2</i> .
PO 16. Identify differences between sampling and census.	This objective can be referenced in Glencoe's <i>Algebra 1</i> .
PO 17. Identify differences between biased and unbiased samples.	This objective can be referenced in Glencoe's <i>Algebra 1</i> .
<b>Concept 2: Probability</b>	
Understand and apply the basic concepts of probability.	
PO 1. Find the probability that a specific event will occur, with or without replacement.	SE: 265 #48-#49, 549 #7, 550 #31-#34, 648 #46
PO 2. Determine simple probabilities related to geometric figures.	SE: 622-627, 630 #19-#20, 631 #13-#15, 642 #49-#52, 648 #46, 700 #29 <i>Geometry Activity 20</i> TWE: DI 624, 625 OEA 627
PO 3. Predict the outcome of a grade level appropriate probability experiment.	SE: 164 #35
PO 4. Record the data from performing a grade level appropriate probability experiment.	TWE: OEA 627

CONTENT STANDARDS	PAGE REFERENCES
PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.	SE: 164 #35 TWE: OEA 627
PO 6. Distinguish between independent and dependent events.	This objective can be referenced in Glencoe's <i>Algebra 1</i> .
PO 7. Compare the results of two repetitions of the same grade level appropriate probability experiment.	TWE: OEA 627
<b>Concept 3: Discrete Mathematics – Systematic Listing and Counting</b> Understand and demonstrate the systematic listing and counting of possible outcomes.	
PO 1. Determine the number of possible outcomes for a contextual event using a chart, a tree diagram, or the counting principle.	SE: 265 #48-#49, 278 #4
PO 2. Determine when to use combinations versus permutations in counting objects.	SE: 278 #4
PO 3. Use combinations or permutations to solve contextual problems.	SE: 278 #4
<b>Concept 4: Vertex-Edge Graphs</b> Understand and apply vertex-edge graphs.	
<b>Strand 3: Patterns, Algebra, and Functions</b>	
<b>Concept 1: Patterns</b> Identify patterns and apply pattern recognition to reason mathematically.	
PO 1. Communicate a grade level appropriate iterative or recursive pattern, using symbols or numbers.	SE: 35 #45-#48, 74 #56-#61, 327, 404 <i>Spreadsheet Investigation 288</i> TWE: CC 327 DI 407 GA 406 TNT 406
PO 2. Find the $n^{\text{th}}$ term of an iterative or recursive pattern.	SE: 35 #45-#48, 74 #56-#61, 327, 336 #40-#43, 348 #51-#54, 356 #56-#59, 404 <i>Spreadsheet Investigation 288</i>
PO 3. Evaluate problems using basic recursion formulas.	SE: 74 #56-#61, 327, 336 #40-#43, 337 #18, 348 #51-#54, 356 #56-#59, 404 <i>Spreadsheet Investigation 288</i>
<b>Concept 2: Functions and Relationships</b> Describe and model functions and their relationships.	
PO 1. Determine if a relationship is a function, given a graph, table, or set of ordered pairs.	SE: 567 #48
PO 2. Describe a contextual situation that is depicted by a given graph.	SE: 149 #50-#51, 173 #15, 279 #14, 339 #13 TWE: H 145
PO 3. Identify a graph that models a given real-world situation.	SE: 173 #15, 232 #5
PO 4. Sketch a graph that models a given contextual situation.	SE: 149 #48, 519 #12
PO 5. Determine domain and range for a function.	This objective can be referenced in Glencoe's <i>Algebra 1</i> .
PO 6. Determine the solution to a contextual maximum/minimum problem, given the graphical representation.	SE: Maximum and minimum are referenced without a graph on page 123 #14.

CONTENT STANDARDS	PAGE REFERENCES
PO 7. Express the relationship between two variables using tables/matrices, equations, or graphs.	SE: 145-149, 157 #47-#50, 164 #39-#43, 169 #29-#34, 198 #45-#48 TWE: DI 146 OEA 150
PO 8. Interpret the relationship between data suggested by tables/matrices, equations, or graphs.	SE: 143 #39-#41, 143 #44-#46, 173 #15, 279 #14, 339 #13, 399 #9-#10
PO 9. Determine from two linear equations whether the lines are parallel, perpendicular, coincident, or intersecting but not perpendicular.	SE: 40, 126-127, 140-141, 142 #19-#24, 154 ex 4, 156 #38-#39 TWE: DI 141
<b>Concept 3: Algebraic Representations</b> Represent and analyze mathematical situations and structures using algebraic representations.	
PO 1. Evaluate algebraic expressions, including absolute value and square roots.	SE: 43 #58-#62, 61 #1-#6, 74 #70-#73, 593 #7-#12, 736
PO 2. Simplify algebraic expressions.	SE: 43 #58-#62, 687 #11-#14, 725 #9, 736
PO 3. Multiply and divide monomial expressions with integral exponents.	SE: 93 #34, 746-747, 748-749
PO 4. Translate a written expression or sentence into a mathematical expression or sentence.	SE: 27 #58, 74 #53, 99 #38
PO 5. Translate a sentence written in context into an algebraic equation involving multiple operations.	SE: 27 #58, 66 #44, 74 #55
PO 6. Write a linear equation for a table of values.	SE: 173 #15
PO 7. Write a linear algebraic sentence that represents a data set that models a contextual situation.	SE: 147 ex 5, 149 #45-#47, 173 #15 TWE: ICE #5 146
PO 8. Solve linear (first degree) equations in one variable (may include absolute value).	SE: 23 ex 5, 27 #63-#68, 33 #9-#10, 35 #51, 36 #61-#66, 61 #7-#12, 93 #43-#48, 144 #70-#72, 737-738
PO 9. Solve linear inequalities in one variable.	SE: 66 #65-#67, 253 #53, 269 ex 3, 276 #26-#27, 277 #16-#18, 739-740
PO 10. Write an equation of the line given: two points on the line, the slope and a point on the line, or the graph of the line.	SE: 145-149, 157 #47-#50, 164 #39-#43, 169 #29-#34, 198 #45-#48 TWE: DI 146 OEA 150
PO 11. Solve an algebraic proportion.	SE: 80 #51, 282-287, 289-296, 298-305, 341 #1-#4, 459 #12 TWE: DI 283 TT 283 TTT 291
PO 12. Solve systems of linear equations in two variables (integral coefficients and rational solutions).	SE: 158, 161 ex 3, 742-743
PO 13. Add, subtract and perform scalar multiplication with matrices.	SE: 461 #13-#16, 505 #73-#78, 506-511, 515 #42-#47, 716 ex 4, 752-753 TWE: DI 509

CONTENT STANDARDS	PAGE REFERENCES
PO 14. Calculate powers and roots of real numbers, both rational and irrational, using technology when appropriate.	SE: 281 #11-#13, 687 #11-#14, 744-745
PO 15. Simplify square roots and cube roots with monomial radicands (including those with variables) that are perfect squares or perfect cubes.	SE: 58 #2, 341 #11, 744-745
PO 16. Solve square root radical equations involving only one radical.	SE: 676 #44
PO 17. Solve quadratic equations.	SE: 305 #50, 348 #50, 445 #44, 521 #10-#13, 676 #40, 719 #39, 750-751
PO 18. Identify the sine, cosine, and tangent ratios of the acute angles of a right triangle.	SE: 364-370, 371-376, 383 #46-#49, 394 #21-#25, 397 #13-#15 TWE: DI 380 ICE 365
<b>Concept 4: Analysis of Change</b> Analyze change in a variable over time and in various contexts.	
PO 1. Determine slope, x-, and y-intercepts of a linear equation.	SE: 139-144, 741
PO 2. Solve formulas for specified variables.	SE: 138 #46
<b>Strand 4: Geometry and Measurement</b>	
<b>Concept 1: Geometric Properties</b> Analyze the attributes and properties of two- and three-dimensional shapes and develop mathematical arguments about their relationships.	
PO 1. Identify the attributes of special triangles. (isosceles, equilateral, right)	SE: 178-183, 191 #49-#51, 216-221, 228 #9-#11, 230 #22-#25, 231 #1-#3 <i>Making Concept Maps</i> 199 TWE: DI 218 GA 217 OEA 183
PO 2. Identify the hierarchy of quadrilaterals.	SE: 411-416, 424-430, 431-437, 439-445, 452 #2, 452 #7 <i>Reading Mathematics</i> 446 TWE: T 446
PO 3. Make a net to represent a three-dimensional object.	SE: 645 ex 3, 645 #5-#7, 646 #15-#23, 654 #44-#46, 679 #14-#19 TWE: DI 644
PO 4. Make a three-dimensional model from a net.	SE: 644 ex 2, 645 #8, 646 #25-#27, 648 #41, 659 #35-#36 TWE: ICE #2 644
PO 5. Draw 2-dimensional and 3-dimensional figures with appropriate labels.	SE: 414 #3, 420 #2, 427 #2, 434 #2, 636-642, 639 #3, 643 ex 1, 644 ex 2, 646 #9-#14, 654 #47-#48 TWE: TNT 644
PO 6. Solve problems related to complementary, supplementary, or congruent angle concepts.	SE: 32 ex 3, 34 #34-#39, 39, 41 #6, 42 #18-#21, 50 #42-#44, 55 #35-#37, 57 #19-#20, 107-114 TWE: ICE #2 39

CONTENT STANDARDS	PAGE REFERENCES
PO 7. Solve problems by applying the relationship between circles, angles, and intercepted arcs.	SE: 529-535, 543 #54-#56, 551 #51-#52, 582 #17-#28 TWE: DI 531, 532 OEA 535 TT 532
PO 8. Solve problems by applying the relationship between radii, diameters, chords, tangents or secants.	SE: 536-543, 551 #48-#50, 552-558, 561-567, 568 #49-#53, 569-574, 580 #47-#53 TWE: DI 554 OEA 543
PO 9. Solve problems using the triangle inequality property.	SE: 261-265, 273 #34-#36, 276 #21-#23, 277 #13-#15, 278 #7, 287 #45-#47
PO 10. Solve problems using special case right triangles.	SE: 357-362, 370 #69-#71, 376 #36-#38, 394 #16-#20, 397 #10-#12, 398 #5, 423 #57-#59
PO 11. Determine when triangles are congruent by applying SSS, ASA, AAS or SAS.	SE: 200-205, 207-213, 221 #44-#47, 229 #18-#21, 231 #13-#14 TWE: DI 203 OEA 206
PO 12. Determine when triangles are similar by applying SAS, SSS, or AA similarity postulates.	SE: 298-305, 315 #49-#51, 323 #44-#45, 334 #22-#26, 337 #10-#12 TWE: TNT 300
PO 13. Construct a triangle congruent to a given triangle.	SE: <i>Construction</i> 200, 202, 207 <i>Geometry Activity</i> 214
PO 14. Solve contextual situations using angle and side length relationships.	SE: 205 #20-#21, 205 #26-#27, 210 #8, 212 #12-#24, 231 #17, 232 #8, 233 #12-#13
<b>Concept 2: Transformation of Shapes</b> Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.	
PO 1. Sketch the planar figure that is the result of two or more transformations.	SE: 474 #36-#37, 478 #1, 510 #39-#42 TWE: CC 491
PO 2. Identify the properties of the planar figure that is the result of two or more transformations.	SE: 471 ex 2, 474 #35, 478 #1, 508 ex 4, 510 #39-#42 TWE: CC 491 T 462
PO 3. Determine the new coordinates of a point when a single transformation is performed on a planar geometric figure.	SE: 464-469, 470-475, 476-481, 490-496, 506-511, 513 #12-#14, 514 #15-#20, 515 #27-#34, 516 #42-#47
PO 4. Determine whether a given pair of figures on a coordinate plane represents a translation, reflection, rotation, or dilation.	SE: 510 #43-#44, 518 #5, 518 #7 <i>Geometry Activity</i> 462 TWE: DI 509
PO 5. Classify transformations based on whether they produce congruent or similar figures.	SE: 194, 195 #1, 481 #43-#46, 490, 518 #6, 519 #12
PO 6. Determine the effects of a single transformation on linear or area measurements of a planar geometric figure.	SE: 481 #3, 491 ex 1, 495 #37-#40, 496 #50, 528 #70-#72
<b>Concept 3: Coordinate Geometry</b> Specify and describe spatial relationships using coordinate geometry and other representational systems.	
PO 1. Graph a quadratic equation with lead coefficient equal to one.	SE: Quadratic equations with lead coefficient 1 solved on: 751 #33-#36, 751 #39-#42
PO 2. Graph a linear equation in two variables.	SE: 141 ex 4, 143 #33-#38, 147 #3, 149 #48, 232 #5, 588 #1, 741

CONTENT STANDARDS	PAGE REFERENCES
PO 3. Graph a linear inequality in two variables.	SE: similar problem on: 445 #43
PO 4. Determine the solution to a system of equations in two variables from a given graph.	SE: 158, 724 ex 1
PO 5. Determine the midpoint between two points in a coordinate system.	SE: 21-27, 36 #52-#54, 55 #24-#27, 59 #13, 59 #16, 66 #53-#58 TWE: DI 24
PO 6. Determine changes in the graph of a linear function when constants and coefficients in its equation are varied.	SE: 141 ex 3, 142 #19-#24, 148 #27-#30, 149 #52, 172 #9, 759 #8-#11
PO 7. Determine the distance between two points in the coordinate system.	SE: 21-27, 36 #52-#54, 43 #50-#55, 55 #20-#23, 57 #12-#14, 80 #62-#65, 87 #48-#51, 93 #39-#42
<b>Concept 4: Measurement - Units of Measure - Geometric Objects</b>	
Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.	
PO 1. Calculate the area of geometric shapes composed of two or more geometric figures.	SE: 617-621, 627 #35-#36, 630 #17-#18, 631 #16-#18, 642 #53-#55, 777 #1-#6, 792 #7-#8 TWE: OEA 621
PO 2. Calculate the volumes of three-dimensional geometric figures.	SE: 688-693, 696-701, 702-706 <i>Spreadsheet Investigation</i> 695 TWE: DI 703 TNT 689, 690 OEA 706
PO 3. Calculate the surface areas of three-dimensional geometric figures.	SE: 643-648, 649-653, 655-658, 660-664, 666-669, 671-676 TWE: DI 651 OEA 648, 665 TTT 650
PO 4. Compare perimeter, area, or volume of figures when dimensions are changed.	SE: 599 #32-#34, 608 #51-#56, 608 #57, 615 #52-#54, 698 #1, 710 #10, 723 #18 <i>Spreadsheet Investigation</i> 695, 708-709
PO 5. Find the length of a circular arc.	SE: 531 ex 2, 532 ex 4, 543 #54-#56, 551 #51-#52, 582 #17-#28 TWE: ICE #2 531, #4 532
PO 6. Find the area of a sector of a circle.	SE: 623, 630 TWE: ICE #2a 623
PO 7. Solve for missing measures in a pyramid. (i.e., slant height, height)	SE: 663 #17
PO 8. Find the sum of the interior and exterior angles of a polygon.	SE: 186, 404-409, 452 #9-#14 <i>Spreadsheet Investigation</i> 410 TWE: GA 406 OEA 409 TTT 405
PO 9. Solve scale factor problems using ratios and proportions.	SE: 289-296, 306 #51-#52, 315 #52-#53, 333 #18-#19 <i>Spreadsheet Investigation</i> 708-709
PO 10. Solve applied problems using similar triangles.	SE: 300 ex 3, 301 #9, 303 #32, 304 #39, 334 ex, 337 #19 TWE: DI 300

CONTENT STANDARDS	PAGE REFERENCES
<b>Strand 5: Structure and Logic</b>	
<b>Concept 1: Algorithms and Algorithmic Thinking</b>	
Use reasoning to solve mathematical problems in contextual situations.	
PO 1. Determine whether a given procedure for simplifying an expression is valid.	SE: 94 ex 1, 97 #14-#19, 106 #31-#34, 119 #39-#42, 757 #1-#3
PO 2. Determine whether a given procedure for solving an equation is valid.	SE: 95 ex 2, 97 #8-#9, 98 #24-#29, 119 #43-#46, 121 #16, 757 #4
PO 3. Determine whether a given procedure for solving a linear inequality is valid.	SE: 739-740
PO 4. Select an algorithm that explains a particular mathematical process.	SE: 89 ex 1, 97 #2, 97 #3, 728 ex 2 <i>Construction</i> 24, 31 <i>Geometry Software Investigation</i> 101 <i>Order of Operations</i> 736
PO 5. Determine the purpose of a simple mathematical algorithm.	SE: 236-237, 542 #46-#47 <i>Construction</i> 200 <i>Geometry Activity</i> 22
PO 6. Determine whether given simple mathematical algorithms are equivalent.	SE: 21 ex 2, 25 #1, 27 #56, 32-33, 471 <i>Geometry Activity</i> 44 TWE: DI 96
<b>Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</b>	
Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.	
PO 1. Draw a simple valid conclusion from a given <i>if...then</i> statement and a minor premise.	SE: 76 ex 3, 79 #28-#39, 82-83, 84 #4-#5, 85 #13-#19, 86 #31, 117 #21-#24 <i>Lesson 2-4</i> 757
PO 2. List related <i>if... then</i> statements in logical order.	SE: 75-80, 86 #31
PO 3. Write an appropriate conjecture given a certain set of circumstances.	SE: 83 ex 2, 84 #6-#7, 85 #20-#27, 86 #30, 783 #8 <i>Geometry Activity</i> 110 <i>Geometry Software Investigation</i> 101
PO 4. Analyze assertions related to a contextual situation by using principles of logic.	SE: 86 #30, 86 #32, 783 #6-#7
PO 5. Identify a valid conjecture using inductive reasoning.	SE: 62-66, 76 ex 3, 80 #58-#61, 82-86, 100 #40-#42, 117 #25-#29
PO 6. Distinguish valid arguments from invalid arguments.	SE: 82-86, 93 #35, 100 #40-#42, 117 #25-#26, 121 #12
PO 7. Create inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship.	SE: 64 #21-#28, 80 #58-#61, 85 #12-#19, 91 ex 3, 91 #10, 96 ex 4, 108-109, 111 #6, 119 #47-#52, 120 #58
PO 8. Critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship.	SE: 111 #1, 203 #2, 539 #3 TWE: DI 96
PO 9. Identify a counterexample for a given conjecture.	SE: 62-66, 116 #18-#20, 121 #4-#6 TWE: DI 64 OEA 66

<b>CONTENT STANDARDS</b>	<b>PAGE REFERENCES</b>
PO 10. Construct a counterexample to show that a given conjecture is false.	SE: 62-66, 79 #40-#45, 116 #18-#20, 121 #4-#6, 467 #1 TWE: DI 64 OEA 66
PO 11. State the inverse, converse, or contrapositive of a given statement.	SE: 77, 78 #13-#14, 79 #40-#45, 93 #36-#37, 116 #18-#20, 121 #10-#11, 756 #9-#12 TWE: DI 77
PO 12. Determine if the inverse, converse, or contrapositive of a given statement is true or false.	SE: 77, 78 #13-#14, 79 #40-#45, 93 #36-#37, 116 #18-#20, 756 #9-#12
PO 13. Construct a simple formal or informal deductive proof.	SE: 89-93, 94-99, 101-106, 107-114, 118 #38 TWE: DI 96 OEA 93, 100, 106, 114
PO 14. Verify characteristics of a given geometric figure using coordinate formulas such as distance, mid-point, and slope to confirm parallelism, perpendicularity, and congruency.	SE: 415 #37-#39, 420 ex 5, 422 #25-#32, 426 ex 4, 429 #27-#34, 432 ex 3, 434 #20-#23, 442 #9-#12, 443 #22-#28, 447-451

### Codes Used for TWE Pages

CC	Concept Check
DI	Daily Intervention
GA	Geometry Activity
H	How
ICE	In-Class Example
OEA	Open-Ended Assessment
T	Teach
TNT	Tips for New Teachers
TS	Teaching Suggestions
TT	Teaching Tip
TTT	Teacher to Teacher