



CONNECTICUT
Mathematics Curriculum Framework
Content Standards Grades 9-12
***Algebra: Concepts and Applications* © 2004**
***Geometry: Concepts and Applications* © 2004**

OBJECTIVES	PAGE REFERENCES	
	<i>Algebra: Concepts and Applications</i>	<i>Geometry: Concepts and Applications</i>
CONTENT STANDARD 1: Number Sense <i>Students will use numbers to count, measure, compare, order, scale, locate and label, and use a variety of numerical representations to present, interpret, communicate and connect various kinds of numerical information.</i> <i>Educational experiences in Grades 9-12 will assure that students:</i>		
<ul style="list-style-type: none"> use real-life experiences, physical materials and technology to construct meanings for rational and irrational numbers, including integers, percents and roots; 	SE: 97 #7, 99 #43, 103 #33, 157 #17, 159 #59 <i>Graphing Calculator Exploration</i> 105, 167, 426-427 <i>Hands-On Algebra</i> 141 <i>Technology Tip</i> 96	SE: 548 <i>Graphing Calculator Exploration</i> 478 <i>Problem-Solving Workshop</i> 453 <i>Technology Tip</i> 549 TWE: ML 50, 548 RA 52, 552
<ul style="list-style-type: none"> use number sense and the properties of various subsets of real numbers to solve real-world problems; 	SE: 57 #48, 62 #36, 67 #5, 69 #60, 74 #48, 85 #43, 103 #34, 205 #3, 359 #6, 364 #35	SE: 53 Example 4, 54 #10, 55 #29-#30, 59 #10, 61 #35, 551 Example 9, 553 #43
<ul style="list-style-type: none"> develop and use an intuitive sense of the magnitude of numbers (including very large and very small numbers) and relate them to place value and exponential forms; and 	SE: 352-354, 355 #2, 356 #48, 425 #67, 539 #41 TWE: 5MC 357	SE: 214 #28 <i>Preparing for Standardized Tests</i> 46-47, 347 #3, 583 #2

OBJECTIVES	PAGE REFERENCES	
	<i>Algebra: Concepts and Applications</i>	<i>Geometry: Concepts and Applications</i>
<ul style="list-style-type: none"> select an appropriate form to represent and use numerical data (integer, fraction, decimal, ratio, percent, exponential, scientific notation, irrational, complex) as they arise from real-world situations involving magnitude, order, measures, labels, locations and scales. 	SE: 38-41, 57 #48, 62 #36, 97 #7, 99 #42, 354 #7, 359 #6, 619 #41, 623 #37 <i>Graphing Calculator Exploration</i> 491	SE: 50-55, 58 Example 3, 59 #8-#9 <i>Preparing for Standardized Tests</i> 47 #5 TWE: FA 60 ICE 53 RA 52
CONTENT STANDARD 2: Operations <i>Students will add, subtract, multiply and divide with whole numbers, fractions, decimals and integers and develop strategies for selecting the appropriate computational and operational methods for solving problems.</i> <i>Educational experiences in Grades 9-12 will assure that students:</i>		
<ul style="list-style-type: none"> use arithmetic operations to solve problems encountered in everyday consumer situations; 	SE: 7 #42, 9 #3, 12 #51, 22 #38, 27 #7-8, 67 #5, 72 #9, 99 #38-41, 103 #33 TWE: ML 19	SE: 37-38 Example 4, 39 #11, 40 #31, #37 <i>Math in the Workplace</i> 41 <i>Preparing for Standardized Tests</i> 47 #1 <i>Study Guide and Assessment</i> 44 #33 <i>Test</i> 45 #25
<ul style="list-style-type: none"> apply and explain procedures for performing calculations with whole numbers, decimals, fractions and integers; 	SE: 8-10, 14-16, 19-21, 23 #41, 24-26, 64-67, 70-72, 75-77, 94-97 TWE: RA 102	SE: 35-40, 53 Examples 3-4, 54 #10, 55 #29-#34, #37, 61 #32-#35 <i>Math in the Workplace</i> 41 <i>Preparing for Standardized Tests</i> 46-47, 87 #7 TWE: EC 40
<ul style="list-style-type: none"> use appropriate methods for computing, including mental math, estimation, paper-and-pencil and calculator methods; 	SE: 17 #9, 724-727 <i>Graphing Calculator Exploration</i> 26, 105, 214, 272 <i>Hands-On Algebra</i> 25, 66, 194 TWE: EA 163	SE: 35-40, 479 Examples 1-2, 480 Example 3, 483 Example 1 <i>Preparing for Standardized Tests</i> 224
<ul style="list-style-type: none"> use field properties and the relationship between operations and their inverses to justify mathematical procedures; and 	SE: 9-10, 14-16, 17 #4-5, 18 #26, 19-21, 22 #37, 23 #41, 26, 64-67, 140-143, 154-156	SE: 57 Example 2, 549 Examples 3-4, 550 Examples 5-7, 649-653 TWE: ML 649

OBJECTIVES	PAGE REFERENCES	
	<i>Algebra: Concepts and Applications</i>	<i>Geometry: Concepts and Applications</i>
<ul style="list-style-type: none"> use absolute value, powers and roots; explore and use negative exponents on integers. 	SE: 54-55, 64-67, 128-130, 336-339, 341-343, 345 #47, 347-349, 352-354, 357-359, 366-368	SE: 52, 53 Examples 3-4, 262-267, 548-553 <i>Extending the Investigation</i> 11 <i>Preparing for Standardized Tests</i> 139 #6 <i>Study Guide and Assessment</i> 82 #11-#13 <i>Enrichment Masters</i> 76
CONTENT STANDARD 3: Estimation and Approximation <i>Students will make estimates and approximations, and judge the reasonableness of results.</i> <i>Educational experiences in Grades 9-12 will assure that students:</i>		
<ul style="list-style-type: none"> assess the reasonableness of answers to problems arrived at using pencil-and-paper techniques, mental math, formulas, calculators or computers; 	SE: 24, 38-41, 104-105, 289 #29, 468, 480 #3, 485 TWE: TT 25, 72, 161, 476, 607	SE: 37-38 Example 4, 677-678 Example 3
<ul style="list-style-type: none"> develop, use and apply a variety of estimation strategies in problem situations; 	SE: 24, 85 #44, 259 #9, 315 #39, 340 #43, 365 #37, 469-470 <i>Hands-On Algebra</i> 224, 362 TWE: TT 72	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.
<ul style="list-style-type: none"> make reasonable estimates of the values of formulas, functions and roots; and 	SE: 24-25, 259 #9, 289 #29, 315 #39, 362-363, 364 #35, 365 #37, 469 #3 TWE: TT 476 #3	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.
<ul style="list-style-type: none"> recognize the limitations of estimation and assess the amount of error resulting from estimation. 	SE: 362-363, 365 #3, 485 TWE: TT 200	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.

OBJECTIVES	PAGE REFERENCES	
	<i>Algebra: Concepts and Applications</i>	<i>Geometry: Concepts and Applications</i>
CONTENT STANDARD 4: Ratios, Proportions and Percents <i>Students will use ratios, proportions and percents to represent relationships between quantities and measures and solve problems involving ratios, proportions and percents.</i> <i>Educational experiences in Grades 9-12 will assure that students:</i>		
<ul style="list-style-type: none"> understand and explain the need for proportions and percents; 	SE: 188-191, 194-195, 197 #18, 198-201, 204-207, 208 #10, 212-215, 264, 270, 284-286	The following can be used to illustrate the need for proportions and percents: SE: 55 #37, 350-355, 356-361, 365 Example 3, 367 #14-#18, 373 #22-#24, #27 <i>Math in the Workplace</i> 379 <i>Preparing for Standardized Tests</i> 87 #4, 184, 225 #5 <i>Problem-Solving Workshop</i> 89
<ul style="list-style-type: none"> use ratios, proportions and percents to solve real-world problems; 	SE: 192 #14, 193 #51, 194-195, 196 #13, 197 #18, 202 #42, 203 #48, 206-207, 209 #28 TWE: ML 188	SE: 55 #37, 352 Example 4, 354 #43-#45, 360 #23-#25, 367 #14-#16, 373 #22-#24 <i>Preparing for Standardized Tests</i> 87 #4, 184, 225 #5 <i>Problem-Solving Workshop</i> 349
<ul style="list-style-type: none"> use dimensional analysis and equivalent rates to solve problems; 	SE: 190-191, 192 #14, 194-195, 196 #6-11, 204-207, 352-354	SE: <i>Preparing for Standardized Tests</i> 398
<ul style="list-style-type: none"> describe direct and indirect variation and apply them to numerical, geometric and algebraic models and related problems; and 	SE: 264-267, 268 #14, 269 #32, 270-273, 274 #12, 275 #28, 284-286, 289 #28, 302-305 <i>Investigation</i> 308-309	SE: 407 #43
<ul style="list-style-type: none"> describe trigonometric ratios and apply them to measuring triangles. 	See Glencoe's <i>Geometry: Concepts and Applications</i> © 2004.	SE: 564-569, 572-577 <i>Study Guide and Assessment</i> 579 #25-#27, 580 #28-#32, #35 TWE: ICE 566, 573 <i>Practice Masters</i> 77, 78

OBJECTIVES	PAGE REFERENCES	
	<i>Algebra: Concepts and Applications</i>	<i>Geometry: Concepts and Applications</i>
CONTENT STANDARD 5: Measurement <i>Students will make and use measurements in both customary and metric units to approximate, measure and compute length, area, volume, mass, temperature, angle and time.</i> <i>Educational experiences in Grades 9-12 will assure that students:</i>		
<ul style="list-style-type: none"> extend, apply and formalize understandings of measurement, including strategies for determining perimeters, areas and volumes, and the dimensionality relationships among them; 	SE: 21 #5, 163 #10, 164 #38, 270, 387 #56, 402 #7, 596 <i>Graphing Calculator Exploration 26, 338-339</i> <i>Hands-On Algebra 25</i>	SE: 35-40, 413-418, 419-424, 425-430, 504-509, 510-515, 516-521, 522-527, 528-533 <i>Math in the Workplace 41</i>
<ul style="list-style-type: none"> describe and apply the effect of a change in length on the area and volume of an object; 	SE: 27 #6, 409 #35, 439 #50 <i>Graphing Calculator Exploration 26, 338-339</i> <i>Hands-On Algebra 25</i> <i>Investigation 410-411, 426-427</i>	SE: 422 #1, 513 #3, 526 #22, 532 #20, 648 #23 <i>Preparing for Standardized Tests 583 #1</i> TWE: EC 533 <i>Enrichment Masters 73</i>
<ul style="list-style-type: none"> choose appropriate tools and techniques to measure quantities to specified degrees of precision and accuracy; 	SE: 151 #28, 174 #36, 532 #3, 533 #14, 534 #44, 724-727 TWE: EC 131 HOA 220 ICE 130 ML 530	SE: 58, 59 #8-#9, 60 #23-#28, 96-101, 428 TWE: A 61 EC 418 FA 60
<ul style="list-style-type: none"> use techniques of algebra, geometry and trigonometry to measure quantities indirectly; and 	SE: 197 #18, 370 #34, 460 #4, 488, 606-608, 609 #9, 610 #31, 619 #41, 623 #37, 670 #5	SE: 365 Example 3, 366 #5, 367 #14-#16 <i>Investigation 570-571</i> TWE: EC 61 ML 362
<ul style="list-style-type: none"> use and create scales and calibrations to solve problems involving measurement. 	SE: 194-195, 196 #3-4, 197 #16, 203 #45, 209 #30, 243 #26, 307 #21, 463 #51, 571 #50	SE: 358, 360-361 #23-#27, 414-415 Examples 1-2 <i>Extending the Investigation</i> <i>Test 397 #20</i>

OBJECTIVES	PAGE REFERENCES	
	<i>Algebra: Concepts and Applications</i>	<i>Geometry: Concepts and Applications</i>
CONTENT STANDARD 6: Spatial Relationships and Geometry <i>Students will analyze and use spatial relationships and basic concepts of geometry to construct, draw, describe and compare geometric models and their transformations, and use geometric relationships and patterns to solve problems.</i> <i>Educational experiences in Grades 9-12 will assure that students:</i>		
<ul style="list-style-type: none"> use transformations, coordinates and vectors and appropriate computer software to explore and develop an understanding of Euclidean geometry; 	SE: 58-60, 62 #34, 63 #37, 69 #61, 77 #9, 79 #49, 284-287, 322-325, 366-369	SE: 68-73, 198-202, 687-690, 691-696, 697-702, 703-707 <i>Investigation 74-75, 708-709</i> <i>Math in the Workplace 691</i> <i>Problem-Solving Workshop 675</i>
<ul style="list-style-type: none"> deduce properties of, and relationships among, figures from given assumptions; 	SE: 163 #10, 366-369, 370 #33, 386 #15, 402 #7, 409 #35, 414 #57, 446 #4, 610 #29, 623 #37	SE: 639-640 Examples 1-2, 640 Example 3, 641 #4, #7, 642 #12-#15, #18 TWE: F 644 #2 ICE 639, 640
<ul style="list-style-type: none"> develop an understanding of an axiomatic system through geometric investigations, making conjectures, formulating arguments and constructing proofs; 	SE: 9-10, 14-16, 19-21, 26, 74 #49, 94-97, 140-143, 154-156, 428-431	SE: 638, 644-648, 649-653, 654-659, 660-665 <i>Graphing Calculator Exploration 193, 316-317</i> <i>Hands-On Geometry 6, 65</i> <i>Investigation 666-667</i>
<ul style="list-style-type: none"> understand and analyze the geometry of three dimensional shapes and their cross-sections; 	SE: 15 #4, 103 #34, 387 #56, 403 #20, 444 #43, 477 #33 <i>Hands-On Algebra 25</i> TWE: 5MC 388, 405	SE: 496-501, 504-509, 510-515, 516-521, 522-527, 528-533, 534-539 <i>Investigation 502-503</i> <i>Problem-Solving Workshop 495</i> <i>Enrichment Masters 67</i>
<ul style="list-style-type: none"> solve real-world and mathematical problems using geometric models; and 	SE: 70, 117-120, 345 #48 <i>Hands-On Algebra 25, 66, 141, 362</i> <i>Investigation 30-31, 110-111</i>	SE: 109 #24, 163 Example 1, 178 #35, 261 #39, 265 #11, 358 Example 3, 367 #14 <i>Math in the Workplace 301</i> <i>Problem-Solving Workshop 227, 495</i>
<ul style="list-style-type: none"> interpret algebraic equations and inequalities geometrically, and describe geometric objects algebraically. 	SE: 310-313, 316-318, 322-325, 403 #20, 404 #53, 409 #37-38, 449 #52, 504-506, 509-511 <i>Graphing Calculator Exploration 521</i>	SE: 162-167, 174-179, 262-267, 618-622, 676-680 <i>Enrichment Masters 91</i>

OBJECTIVES	PAGE REFERENCES	
	<i>Algebra: Concepts and Applications</i>	<i>Geometry: Concepts and Applications</i>
CONTENT STANDARD 7: Probability and Statistics <i>Students will use basic concepts of probability and statistics to collect, organize, display and analyze data, simulate events and test hypotheses. Educational experiences in Grades 9-12 will assure that students:</i>		
<ul style="list-style-type: none"> estimate probabilities, predict outcomes and test hypotheses using statistical techniques; 	SE: 219-221, 222 #8, 223 #23, 302-304, 315 #43-45, 327 #45-47 <i>Hands-On Algebra</i> 224 <i>Investigation</i> 30-31, 308-309	Probability problems are found on the following pages: SE: 438 #29, 484 Example 3, 486 #7, #24-#25, 487 #28c <i>Preparing for Standardized Tests</i> 138, 139 #10, 185 #9, 347 #2, 545 #5, 629 #2
<ul style="list-style-type: none"> design a sampling experiment, interpret the data, and recognize the role of sampling in statistical claims; 	SE: 32-34, 35 #10-15, 36 #21, 37 #23, 38-41, 43 #15-18, 69 #72, 361 #54	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.
<ul style="list-style-type: none"> use the law of large numbers to interpret data from a sample of a particular size; 	The following references can be used to initiate discussion of the law of large numbers. SE: 222 #1 <i>Hands-On Algebra</i> 220 TWE: HOA 220	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.
<ul style="list-style-type: none"> select appropriate measures of central tendency, dispersion and correlation; 	SE: 104-107, 108 #15, 109 #35, 116 #41-42, 158 #53-55, 281 #10 <i>Investigation</i> 612-613	SE: 22 #39, 418 #30 <i>Preparing for Standardized Tests</i> 224, 225 #1-#2, #7, 307 #5, 715 #4
<ul style="list-style-type: none"> design and conduct a statistical experiment and interpret its results; 	SE: 32-33, 35 #9, 36 #16-18, 38-41, 42 #4-6	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.
<ul style="list-style-type: none"> draw conclusions from data and identify fallacious arguments or claims; 	SE: 38-41, 42 #7-10, 43 #15-18, 221 #2-3, 223 #23, 295 #40 <i>Investigation</i> 30-31, 110-111, 210-211, 262-263	SE: <i>Preparing for Standardized Tests</i> 184, 185 #1, 493 #1, #10 <i>Problem-Solving Workshop</i> 631
<ul style="list-style-type: none"> use scatterplots and curve-fitting techniques to interpolate and predict from data; 	SE: 302-304, 306 #7-8, 307 #17, 623 #46 <i>Graphing Calculator Exploration</i> 491 <i>Investigation</i> 308-309	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.

OBJECTIVES	PAGE REFERENCES	
	<i>Algebra: Concepts and Applications</i>	<i>Geometry: Concepts and Applications</i>
<ul style="list-style-type: none"> use relative frequency and probability to represent and solve problems involving uncertainty; and 	SE: 32-34, 38-41, 43 #23, 223 #23, 229 #21, 238-240, 302-304	Probability problems are found on the following pages: SE: 438 #29, 484 Example 3, 486 #7, #24-#25, 487 #28c <i>Preparing for Standardized Tests</i> 138, 139 #10, 185 #9, 347 #2, 545 #5, 629 #2
<ul style="list-style-type: none"> use simulations to estimate probabilities. 	SE: <i>Hands-On Algebra</i> 220, 224 TWE: ML 219	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.
CONTENT STANDARD 8: Patterns <i>Students will discover, analyze, describe, extend and create patterns and use patterns to describe mathematical and other real-world phenomena. Educational experiences in Grades 9-12 will assure that students:</i>		
<ul style="list-style-type: none"> identify, describe and generalize numerical and spatial patterns; 	SE: 69 #73, 151 #23, 170 #49, 302-304, 315 #40 <i>Investigation</i> 30-31, 110-111, 262-263, 494-495	SE: 4-9, 17 #33-#36, #38, 153 #50, 638 <i>Graphing Calculator Exploration</i> 32 <i>Hands-On Geometry</i> 415 <i>Investigation</i> 10-11 <i>Preparing for Standardized Tests</i> 493 #9 <i>Problem-Solving Workshop</i> 3, 275
<ul style="list-style-type: none"> identify, describe and generalize patterns from data and identify and analyze patterns of change; and 	SE: 38-41, 42 #4-6, 43 #15-18, 212-215, 216 #7-8, 217 #36 <i>Investigation</i> 30-31, 110-111, 262-263, 494-495	SE: 6 Example 4, 7 Example 5, 73 #44, 133 #32, 161 #38 <i>Hands-On Geometry</i> 283 <i>Preparing for Standardized Tests</i> 493 #1
<ul style="list-style-type: none"> predict and describe patterns produced by iterations, approximations, limits and fractals. 	SE: 69 #73, 315 #40, 493 #25 <i>Hands-On Algebra</i> 489 <i>Investigation</i> 30-31, 110-111, 494-495	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.

OBJECTIVES	PAGE REFERENCES	
	<i>Algebra: Concepts and Applications</i>	<i>Geometry: Concepts and Applications</i>
CONTENT STANDARD 9: Algebra and Functions <i>Students will use algebraic skills and concepts, including functions, to describe real-world phenomena symbolically and graphically, and to model quantitative change.</i> <i>Educational experiences in Grades 9-12 will assure that students:</i>		
<ul style="list-style-type: none"> model and solve problems that involve varying quantities with variables, expressions, equations, inequalities, absolute values, vectors and matrices; 	SE: 4-6, 112-114, 188-191, 198-201, 204-207, 290-292, 296-298, 504-506, 524-526 <i>Investigation 578-579</i>	SE: 9 #39, 40 #37, 53 Examples 3-4, 178 #35, 284 Examples 2-3 <i>Preparing for Standardized Tests 87 #5, 185 #5, 273 #1, #8, 307 #1, #4, #6, 451 #2</i>
<ul style="list-style-type: none"> model real-world phenomena using polynomial, rational, trigonometric, logarithmic and exponential functions, noting restricted domains; 	SE: 38 #1, 72 #9, 162 #8, 220 #1, 266 #4, 271 #1, 480 #3, 573 #3, 575 #5, 628 #32	SE: 179 #36, 565 Example 2, 566 Example 3, 568 #19, 573 Example 2, 575 #9-#11 <i>Preparing for Standardized Tests 545 #10, 714, 715 #10</i>
<ul style="list-style-type: none"> analyze the effect of parametric changes on the graphs of functions; 	SE: 289 #28, 316-318, 319 #6-7, 320 #17-22, 464-465, 466 #5-8, 467 #29, 554-556 <i>Investigation 30-31</i>	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.
<ul style="list-style-type: none"> translate among and use tabular, symbolic and graphical representations of equations, inequalities and functions; 	SE: 7 #29-34, 38-41, 117-120, 122-125, 250-253, 254 #37-39, 256-259, 304 #2 <i>Hands-On Algebra 141</i> <i>Investigation 110-111</i>	SE: 178 #19-#24, #31-#34, 179 #36 <i>Preparing for Standardized Tests 492, 493 #3, #6, #10, 545 #2, #10</i>
<ul style="list-style-type: none"> develop, explain, use and analyze procedures for operating on algebraic expressions and matrices; and 	SE: 8-10, 11 #25-27, 122-125, 140-143, 160-162, 165-168, 188-191, 338 <i>Investigation 578-579</i>	SE: 94 #32, 130 Example 3, 161 #39, 195 Example 3, 243 #25
<ul style="list-style-type: none"> solve equations and inequalities using graphing calculators and computers as well as appropriate paper-and-pencil techniques. 	SE: 122-125, 160-162 <i>Graphing Calculator Exploration 167, 272, 474-475, 521, 551, 588, 625, 638-639</i>	SE: 281 #39, 287 #30, 373 #30, 467 #41, 515 #30, 653 #13-#15 <i>Algebra Review 722-725</i> <i>Preparing for Standardized Tests 185 #5, 273 #8, 451 #5</i>

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	<i>Algebra: Concepts and Applications</i>	<i>Geometry: Concepts and Applications</i>
CONTENT STANDARD 10: Discrete Mathematics <i>Students will use the concepts and processes of discrete mathematics to analyze and model a variety of real-world situations that involve recurring relationships, sequences, networks, combinations and permutations.</i> <i>Educational experiences in Grades 9-12 will assure that students:</i>		
<ul style="list-style-type: none"> represent problem situations using finite graphs, matrices, sequences and recurrence relations; 	SE: 315 #40 <i>Investigation</i> 80-81, 110-111, 494-495, 578-579	SE: 7 Example 5
<ul style="list-style-type: none"> develop, analyze, describe, invent and test algorithms; 	SE: 204-205, 366-369, 401-402, 405-407, 445-448, 483-485 <i>Graphing Calculator Exploration</i> 26	See Glencoe's <i>Algebra: Concepts and Applications</i> © 2004.
<ul style="list-style-type: none"> define and use permutations, combinations, mathematical induction and recursion to solve combinatorial and algorithmic problems; and 	SE: 204-205, 399-402, 405-407, 445-448 <i>Investigation</i> 30-31, 110-111, 152-153, 494-495	SE: <i>Preparing for Standardized Tests</i> 138-139, 185 #4
<ul style="list-style-type: none"> understand and use appropriate strategies to solve optimization problems. 	SE: 28 #14, 462 #42, 463 #43, 472 #24, 480 #3 <i>Investigation</i> 540-541 <i>Problem-Solving Workshop</i> 457 TWE: ICE 515	SE: <i>Problem-Solving Workshop</i> 495

Codes Used for TWE Pages

Algebra: Concepts and Applications

5MC	5-Minute Check
EA	Error Analysis
EC	Extra Credit
HOA	Hands-On Algebra
ICE	In-Class Example
ML	Motivating the Lesson
RA	Reteaching Activity
TT	Teaching Tip

Geometry: Concepts and Applications

A	Assess
EC	Extra Credit
F	Focus
FA	Family Activity
ICE	In-Class Example
ML	Motivating the Lesson
RA	Reteaching Activity