

TEXTBOOK REVIEW FORM

MATHEMATICS

GEOMETRY

Textbook/Series: _____

Edition _____ **Copyright** _____ **Publisher** _____

Reviewed by: _____

This form was based in part on:

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core Standards for Mathematics

A project of

The Charles A. Dana Center

At the University of Texas at Austin

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Adapted for Alabama State Department of Education

STANDARDS FOR MATHEMATICAL PRACTICE – MATHEMATICS – GRADE K-12 – OVERALL

Textbook/Series: _____

Edition _____ Copyright _____ Publisher _____

<p>OVERALL RATING:</p> <p style="margin-left: 100px;"><input type="checkbox"/> Weak (1-2)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Moderate (2-3)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Strong (3-4)</p>	<p>Comments:</p>
<p>1. Make sense of problems and persevere in solving them. Summary/Justification/Evidence:</p> <p style="margin-left: 100px;"><input type="checkbox"/> Weak (1-2)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Moderate (2-3)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Strong (3-4)</p>	<p>2. Reason abstractly and quantitatively. Summary/Justification/Evidence:</p> <p style="margin-left: 100px;"><input type="checkbox"/> Weak (1-2)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Moderate (2-3)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Strong (3-4)</p>
<p>3. Construct viable arguments and critique the reasoning of others. Summary/Justification/Evidence:</p> <p style="margin-left: 100px;"><input type="checkbox"/> Weak (1-2)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Moderate (2-3)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Strong (3-4)</p>	<p>4. Model with mathematics. Summary/Justification/Evidence:</p> <p style="margin-left: 100px;"><input type="checkbox"/> Weak (1-2)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Moderate (2-3)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Strong (3-4)</p>
<p>5. Use appropriate tools strategically. Summary/Justification/Evidence:</p> <p style="margin-left: 100px;"><input type="checkbox"/> Weak (1-2)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Moderate (2-3)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Strong (3-4)</p>	<p>6. Attend to precision. Summary/Justification/Evidence:</p> <p style="margin-left: 100px;"><input type="checkbox"/> Weak (1-2)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Moderate (2-3)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Strong (3-4)</p>
<p>7. Look for and make use of structure. Summary/Justification/Evidence:</p> <p style="margin-left: 100px;"><input type="checkbox"/> Weak (1-2)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Moderate (2-3)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Strong (3-4)</p>	<p>8. Look for and express regularity in repeated reasoning. Summary/Justification/Evidence:</p> <p style="margin-left: 100px;"><input type="checkbox"/> Weak (1-2)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Moderate (2-3)</p> <p style="margin-left: 100px;"><input type="checkbox"/> Strong (3-4)</p>

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Moderate: This is the middle rating a book can receive. In general, a book that was rated as “moderate” scored mostly 2s and 3s on a 4-point scale.

Strong: This is the highest rating a book can receive. In general, a book that was rated as “strong” scored mostly 3s and 4s on a 4-point scale.

TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

1. Make sense of problems and persevere in solving them.

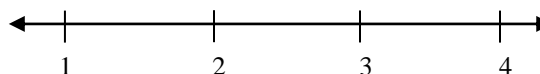
These students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. These students consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to obtain the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solve complex problems and identify correspondences between different approaches.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

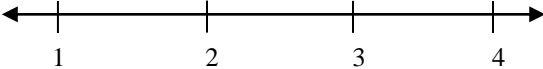
Overall Rating



TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

2. Reason abstractly and quantitatively.	
<p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. One is the ability to <i>decontextualize</i>, to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents. The second is the ability to <i>contextualize</i>, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>	
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):</p>
<p>Summary/Justification/Evidence</p>	<p>Overall Rating</p> 

TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

3. Construct viable arguments and critique the reasoning of others.

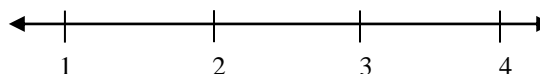
These students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. These students justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments; distinguish correct logic or reasoning from that which is flawed; and, if there is a flaw in an argument, explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until the middle or upper grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

4. Model with mathematics.

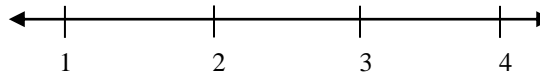
These students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, students might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, students might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas and can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

5. Use appropriate tools strategically.

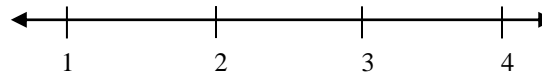
Mathematically proficient students consider available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a Web site, and use these to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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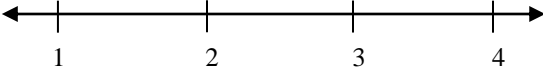
Overall Rating



TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

6. Attend to precision.	
<p>These students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. Mathematically proficient students are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):</p>
<p>Summary/Justification/Evidence</p>	<p>Overall Rating</p>
	

TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

7. Look for and make use of structure.

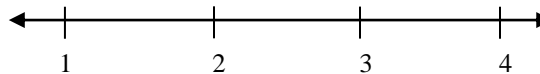
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. These students also can pause and reflect for an overview and shift perspective. They can observe the complexities of mathematics, such as some algebraic expressions as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

8. Look for and express regularity in repeated reasoning.

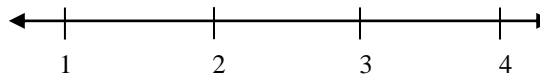
They notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As students work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details and continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



**TEXTBOOK REVIEW FORM – MATHEMATICS – OVERALL
COLLEGE- AND CAREER-READY STANDARDS & OTHER CRITERIA – GRADE K**

Textbook/Series: _____

Edition _____ Copyright _____ Publisher _____

<p>OVERALL RATING:</p> <p style="text-align: right;"><input type="checkbox"/> Weak (1-2)</p> <p style="text-align: right;"><input type="checkbox"/> Moderate (2-3)</p> <p style="text-align: right;"><input type="checkbox"/> Strong (3-4)</p>	<p>Important Mathematical Ideas: Summary/Justification/Evidence:</p> <p style="text-align: right;"><input type="checkbox"/> Weak (1-2)</p> <p style="text-align: right;"><input type="checkbox"/> Moderate (2-3)</p> <p style="text-align: right;"><input type="checkbox"/> Strong (3-4)</p>
<p>Skills and Procedures: Summary/Justification/Evidence:</p> <p style="text-align: right;"><input type="checkbox"/> Weak (1-2)</p> <p style="text-align: right;"><input type="checkbox"/> Moderate (2-3)</p> <p style="text-align: right;"><input type="checkbox"/> Strong (3-4)</p>	<p>Mathematical Relationships: Summary/Justification/Evidence</p> <p style="text-align: right;"><input type="checkbox"/> Weak (1-2)</p> <p style="text-align: right;"><input type="checkbox"/> Moderate (2-3)</p> <p style="text-align: right;"><input type="checkbox"/> Strong (3-4)</p>
<p>Content: Summary/Justification/Evidence:</p> <p style="text-align: right;"><input type="checkbox"/> Weak (1-2)</p> <p style="text-align: right;"><input type="checkbox"/> Moderate (2-3)</p> <p style="text-align: right;"><input type="checkbox"/> Strong (3-4)</p>	<p>Instruction: Summary/Justification/Evidence:</p> <p style="text-align: right;"><input type="checkbox"/> Weak (1-2)</p> <p style="text-align: right;"><input type="checkbox"/> Moderate (2-3)</p> <p style="text-align: right;"><input type="checkbox"/> Strong (3-4)</p>
<p>Assessment: Summary/Justification/Evidence:</p> <p style="text-align: right;"><input type="checkbox"/> Weak (1-2)</p> <p style="text-align: right;"><input type="checkbox"/> Moderate (2-3)</p> <p style="text-align: right;"><input type="checkbox"/> Strong (3-4)</p>	<p>Technology: Summary/Justification/Evidence:</p> <p style="text-align: right;"><input type="checkbox"/> Weak (1-2)</p> <p style="text-align: right;"><input type="checkbox"/> Moderate (2-3)</p> <p style="text-align: right;"><input type="checkbox"/> Strong (3-4)</p>

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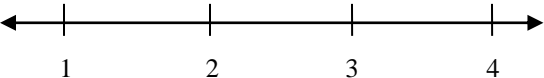

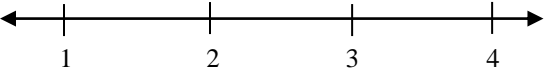
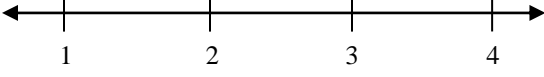
Strong: This is the highest rating a book can receive. In general, a book that was rated as “strong” scored mostly 3s and 4s on a 4-point scale.

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Congruence

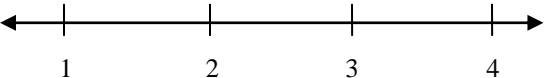

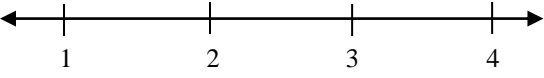
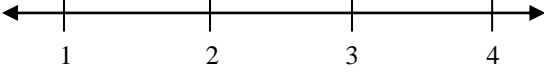
Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the undefined notions of point, line, distance along a line, and distance around a circular arc. [G-CO1]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Congruence


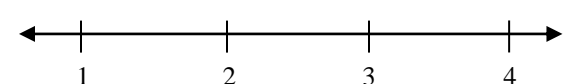
Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). [G-CO2]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p>
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COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

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GEOMETRY

Congruence


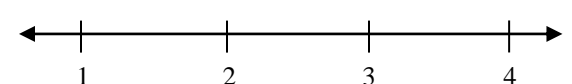
Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. [G-CO3]</p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary/Justification/Evidence</p> </div> <div style="width: 35%; text-align: center;">  </div> </div>
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COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

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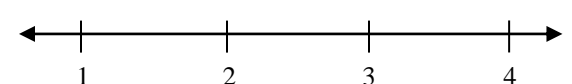
Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. [G-CO4]</p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary/Justification/Evidence</p> </div> <div style="width: 35%; text-align: center;">  </div> </div>
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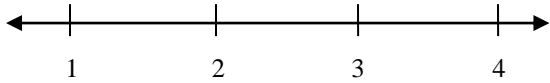
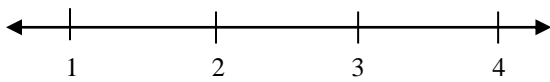
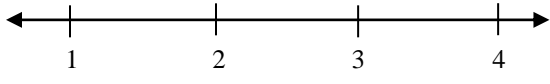
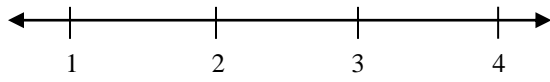
Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. [G-CO5]</p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary/Justification/Evidence</p> </div> <div style="width: 35%; text-align: center;">  </div> </div>
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GEOMETRY

Congruence

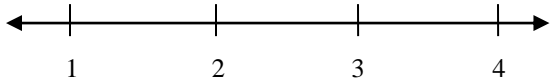
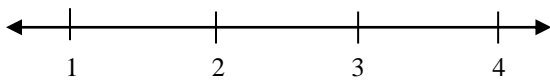
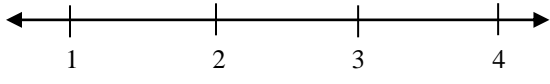
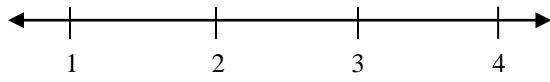
Understand congruence in terms of rigid motions. (Build on rigid motions as a familiar starting point for development of concept of geometric proof.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. [G-CO6]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Congruence

Understand congruence in terms of rigid motions. (Build on rigid motions as a familiar starting point for development of concept of geometric proof.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. [G-CO7]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Congruence

Understand congruence in terms of rigid motions. (Build on rigid motions as a familiar starting point for development of concept of geometric proof.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>8. Explain how the criteria for triangle congruence, angle-side-angle (ASA), side-angle-side (SAS), and side-side-side (SSS), follow from the definition of congruence in terms of rigid motions. [G-CO8]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Congruence

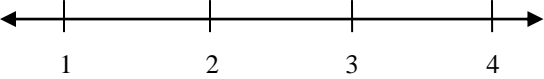
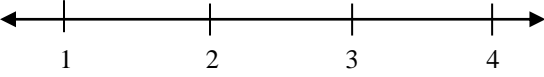
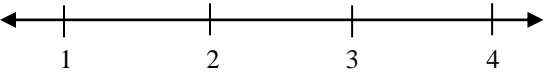
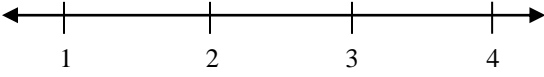
Prove geometric theorems. (Focus on validity of underlying reasoning while using variety of ways of writing proofs.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>9. Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; and points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints. [G-CO9]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Congruence

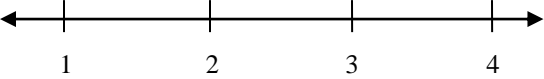
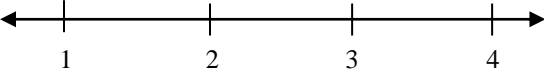
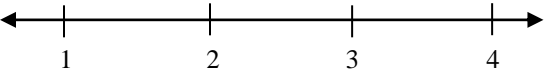
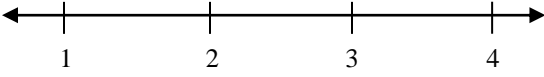
Prove geometric theorems. (Focus on validity of underlying reasoning while using variety of ways of writing proofs.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>10. Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°, base angles of isosceles triangles are congruent, the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length, and the medians of a triangle meet at a point. [G-CO10]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Congruence

Prove geometric theorems. (Focus on validity of underlying reasoning while using variety of ways of writing proofs.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>11. Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent; the diagonals of a parallelogram bisect each other; and conversely, rectangles are parallelograms with congruent diagonals. [G-CO11]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Congruence

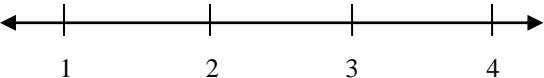

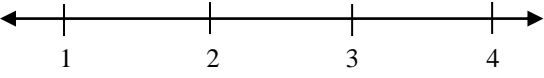
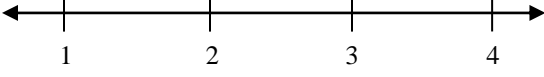
Make geometric constructions. (Formalize and explain processes.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>12. Make formal geometric constructions with a variety of tools and methods such as compass and straightedge, string, reflective devices, paper folding, and dynamic geometric software. Constructions include copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. [G-CO12]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Congruence

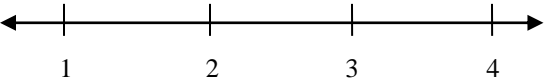
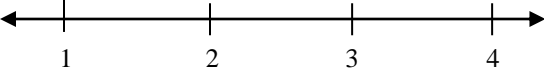
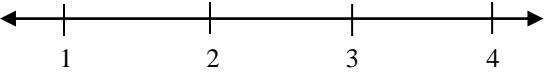
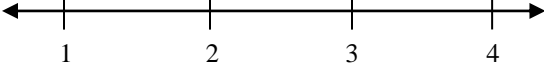
Make geometric constructions. (Formalize and explain processes.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. [G-CO13]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

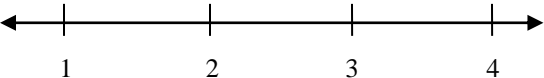

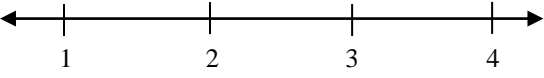
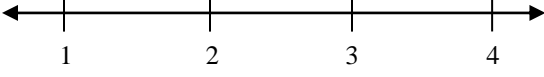
Understand similarity in terms of similarity transformations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>14. Verify experimentally the properties of dilations given by a center and a scale factor. [G-SRT1b]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

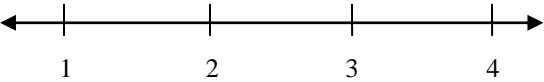
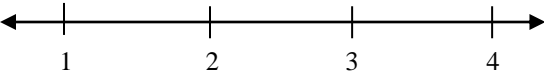
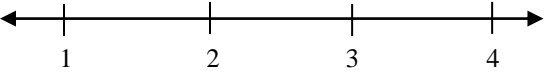
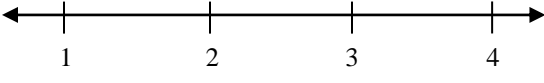
Understand similarity in terms of similarity transformations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>a. A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged. [G-SRT1a]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

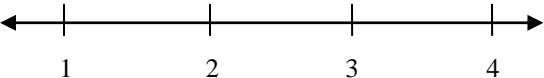

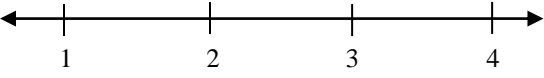
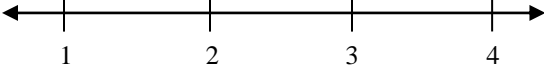
<p>Understand similarity in terms of similarity transformations.</p> <p>b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor. [G-SRT1b]</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

<p>Understand similarity in terms of similarity transformations.</p> <p>15. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. [G-SRT2]</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

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GEOMETRY

Similarity, Right Triangles, and Trigonometry

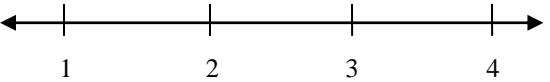
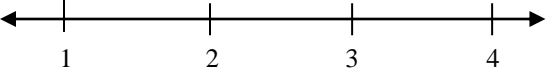
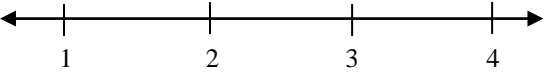
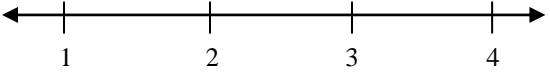
Understand similarity in terms of similarity transformations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>16. Use the properties of similarity transformations to establish the angle-angle (AA) criterion for two triangles to be similar. [G-SRT3]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

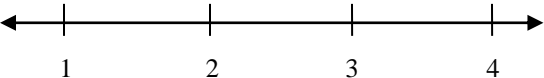

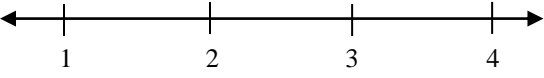
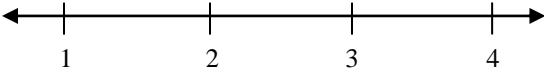
<p>Prove theorems involving similarity.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>17. Prove theorems about triangles. Theorems include a line parallel to one side of a triangle divides the other two proportionally, and conversely; and the Pythagorean Theorem proved using triangle similarity. [G-SRT4]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

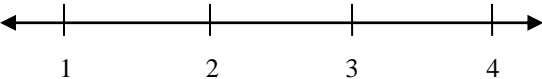
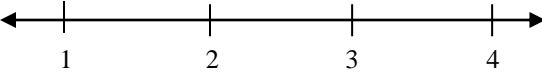
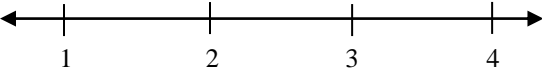
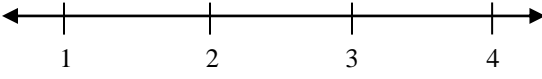
<p>Prove theorems involving similarity.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>18. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. [G-SRT5]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

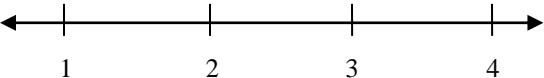

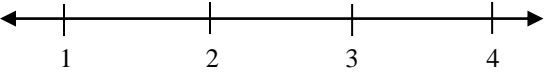
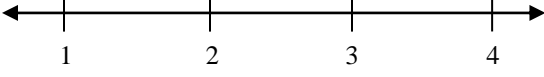
Define trigonometric ratios and solve problems involving right triangles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>19. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle leading to definitions of trigonometric ratios for acute angles. [G-SRT6]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

Define trigonometric ratios and solve problems involving right triangles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>20. Explain and use the relationship between the sine and cosine of complementary angles. [G-SRT7]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

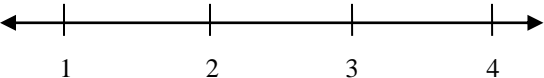

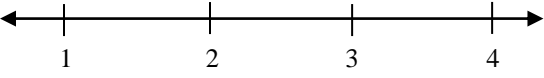
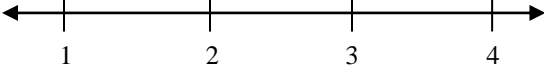
Define trigonometric ratios and solve problems involving right triangles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>21. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* [G-SRT8]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

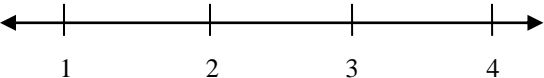

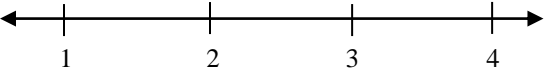
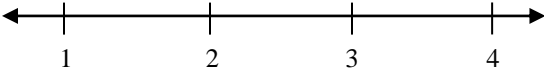
Apply trigonometry to general triangles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>22. (+) Derive the formula $A = \frac{1}{2}ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. [G-SRT9]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

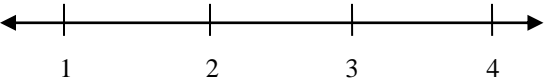

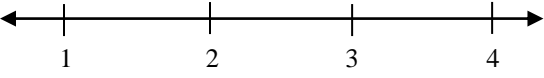
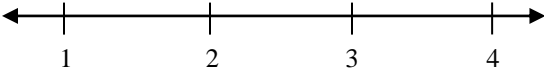
<p>Apply trigonometry to general triangles.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>23. (+) Prove the Law of Sines and the Law of Cosines and use them to solve problems. [G-SRT10]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Similarity, Right Triangles, and Trigonometry

<p>Apply trigonometry to general triangles.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>24. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). [G-SRT11]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Circles

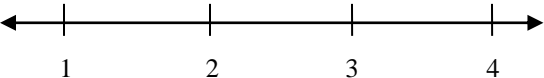

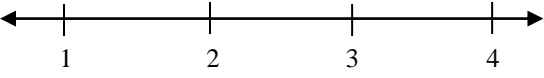
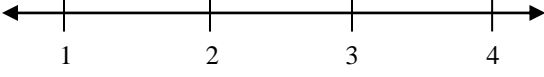
Understand and apply theorems about circles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>25. Prove that all circles are similar. [G-C1]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Circles


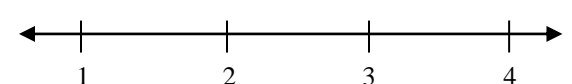
<p>Understand and apply theorems about circles.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>26. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle. [G-C2]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

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GEOMETRY

Circles

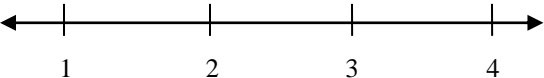

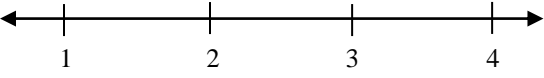
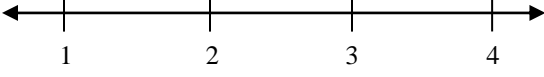
Understand and apply theorems about circles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>27. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. [G-C3]</p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p>Summary/Justification/Evidence</p> </div> <div style="width: 35%; text-align: center;">  </div> </div>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Circles

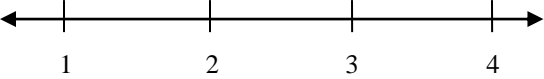
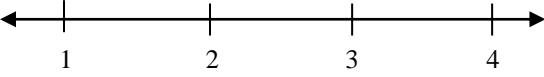
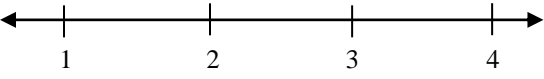
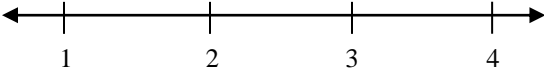
Understand and apply theorems about circles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>28. (+) Construct a tangent line from a point outside a given circle to the circle. [G-C4]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Circles

Find arc lengths and areas of sectors of circles. (Radian introduced only as unit of measure.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>29. Derive, using similarity, the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. [G-C5]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Expressing Geometric Properties With Equations

Translate between the geometric description and the equation for a conic section.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>30. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. [G-GPE1]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Expressing Geometric Properties With Equations

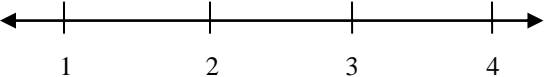
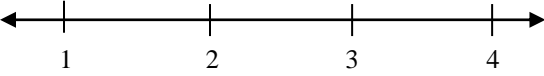
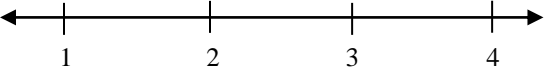
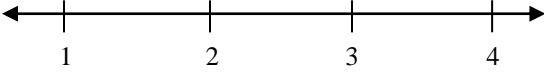
Use coordinates to prove simple geometric theorems algebraically. (Include distance formula; relate to Pythagorean Theorem.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>31. Use coordinates to prove simple geometric theorems algebraically. [G-GPE4] Example: Prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <p>Summary/Justification/Evidence</p>
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COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

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GEOMETRY

Expressing Geometric Properties With Equations

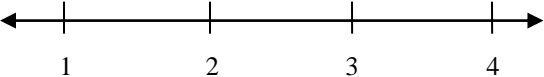
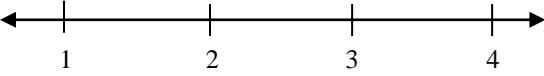
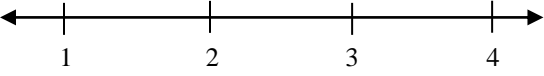

Use coordinates to prove simple geometric theorems algebraically. (Include distance formula; relate to Pythagorean Theorem.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>32. Prove the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). [G-GPE5]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Expressing Geometric Properties With Equations

Use coordinates to prove simple geometric theorems algebraically. (Include distance formula; relate to Pythagorean Theorem.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>33. Find the point on a directed line segment between two given points that partitions the segment in a given ratio. [G-GPE6]</p> <p style="margin-top: 20px;">Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p> <hr/> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <hr/> <p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Expressing Geometric Properties With Equations

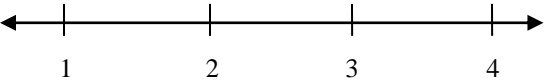
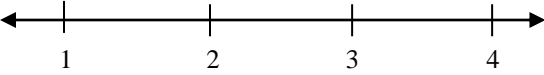
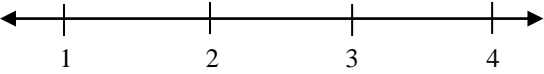
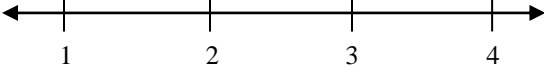
Use coordinates to prove simple geometric theorems algebraically. (Include distance formula; relate to Pythagorean Theorem.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>34. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.* [G-GPE7]</p> <p style="margin-top: 20px;">Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← ———— ———— ———— ———— →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← ———— ———— ———— ———— →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← ———— ———— ———— ———— →</p> <p style="text-align: center;">1 2 3 4</p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

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Expressing Geometric Properties With Equations

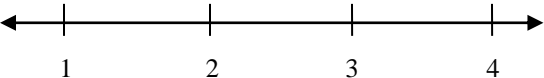

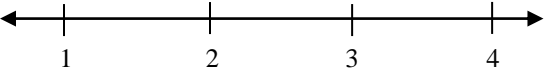
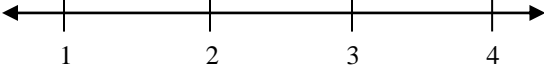
<p>Use coordinates to prove simple geometric theorems algebraically.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>35. Determine areas and perimeters of regular polygons, including inscribed or circumscribed polygons, given the coordinates of vertices or other characteristics.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Geometric Measurement and Dimension

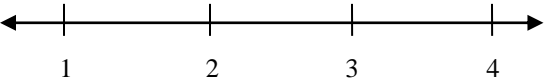

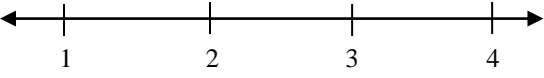
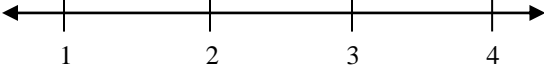
<p>Explain volume formulas and use them to solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>36. Give an informal argument for the formulas for the circumference of a circle; area of a circle; and volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri’s principle, and informal limit arguments. [G-GMD1]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Geometric Measurement and Dimension


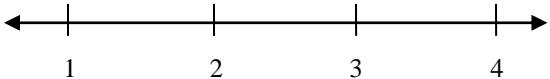
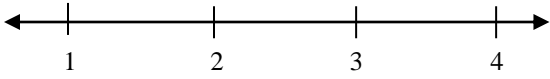
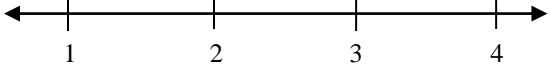
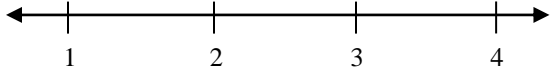
<p>Explain volume formulas and use them to solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>37. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* [G-GMD3]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Geometric Measurement and Dimension

Explain volume formulas and use them to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>38. Determine the relationship between surface areas of similar figures and volumes of similar figures </p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Geometric Measurement and Dimension

Visualize relationships between two-dimensional and three-dimensional objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>39. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. [G-GMD4]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating ← 1 2 3 4 →</p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Modeling With Geometry

Apply geometric concepts in modeling situations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>40. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* [G-MG1]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating ← 1 2 3 4 →</p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Modeling With Geometry

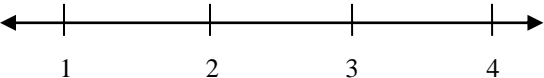

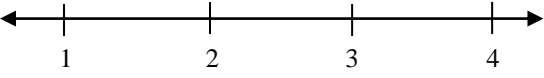
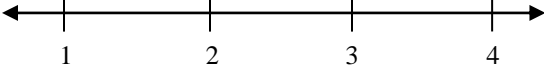
Apply geometric concepts in modeling situations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>41. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, British Thermal Units (BTUs) per cubic foot).* [G-MG2]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

GEOMETRY

Modeling With Geometry

Apply geometric concepts in modeling situations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>42. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost, working with typographic grid systems based on ratios).* [G-MG3]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

STATISTICS AND PROBABILITY

Conditional Probability and the Rules of Probability

Understand independence and conditional probability and use them to interpret data. (Link to data from simulations or experiments.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>43. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. [S-CP3]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating ← 1 2 3 4 →</p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

STATISTICS AND PROBABILITY

Conditional Probability and the Rules of Probability

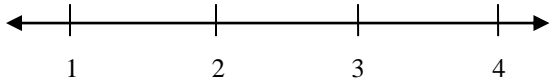
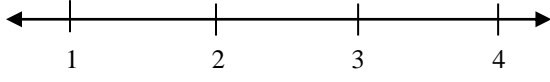
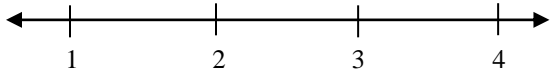
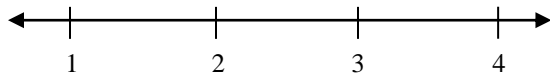
Understand independence and conditional probability and use them to interpret data. (Link to data from simulations or experiments.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>44. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. [S-CP4]</p> <p>Example: Collect data from a random sample of students in your school on their favorite subject among mathematics, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← 1 2 3 4 →</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← 1 2 3 4 →</p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

STATISTICS AND PROBABILITY

Conditional Probability and the Rules of Probability

Understand independence and conditional probability and use them to interpret data. (Link to data from simulations or experiments.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>45. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. [S-CP5] Example: Compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

STATISTICS AND PROBABILITY

Conditional Probability and the Rules of Probability

<p>Use the rules of probability to compute probabilities of compound events in a uniform probability model.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>46. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. [S-CP6]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← ———— ———— ———— ———— →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← ———— ———— ———— ———— →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← ———— ———— ———— ———— →</p> <p style="text-align: center;">1 2 3 4</p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating ← ———— ———— ———— ———— →</p> <p style="text-align: center;">1 2 3 4</p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

STATISTICS AND PROBABILITY

Conditional Probability and the Rules of Probability

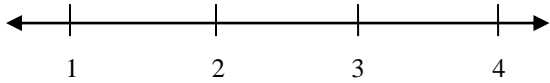
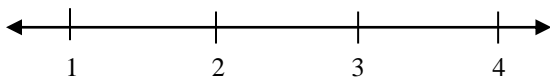
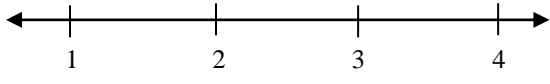
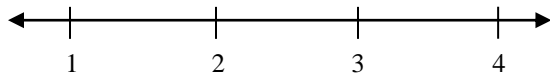
<p>Use the rules of probability to compute probabilities of compound events in a uniform probability model.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>47. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. [S-CP7]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <p>Summary/Justification/Evidence</p>
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	<p>Overall Rating ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

STATISTICS AND PROBABILITY

Conditional Probability and the Rules of Probability

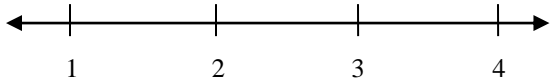
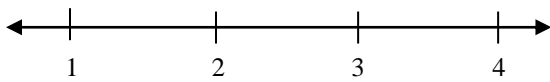
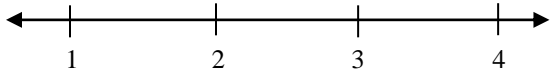
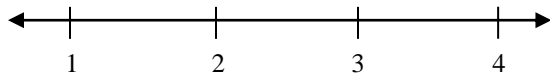
Use the rules of probability to compute probabilities of compound events in a uniform probability model.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>48. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model. [S-CP8]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

STATISTICS AND PROBABILITY

Conditional Probability and the Rules of Probability

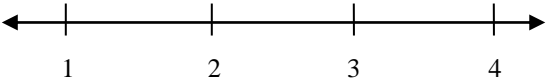
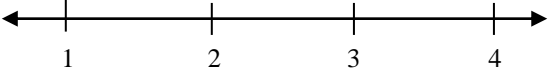
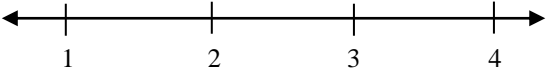
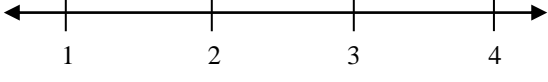
<p>Use the rules of probability to compute probabilities of compound events in a uniform probability model.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>49. (+) Use permutations and combinations to compute probabilities of compound events and solve problems. [S-CP9]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GEOMETRY**

Students will:

STATISTICS AND PROBABILITY

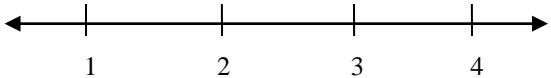
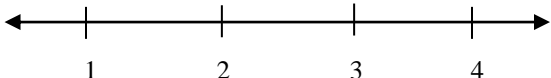
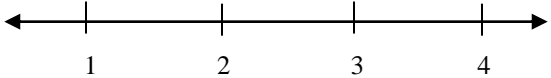

Using Probability to Make Decisions

Use probability to evaluate outcomes of decisions. (Introductory; apply counting rules.)	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>51. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). [S-MD7]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to Additional Criteria and Indicators

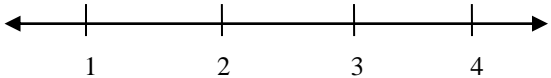
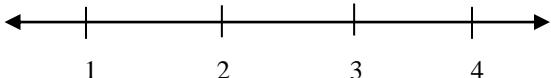
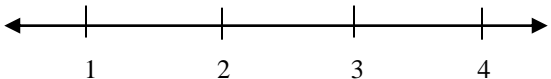
Content

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
<p>1. Content is designed for students of varied abilities and understanding.</p>	<p>Overall Rating </p>
<p>2. Content is free of bias and/or controversial information.</p>	<p>Overall Rating </p>
<p>3. Content includes strategies for vocabulary instruction and graphic organizers.</p>	<p>Overall Rating </p>
<p>4. Content includes assignments that encourage integration of other content areas to support a math concept/skill.</p>	<p>Overall Rating </p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Summary/Justification/Evidence:</p>

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to Additional Criteria and Indicators

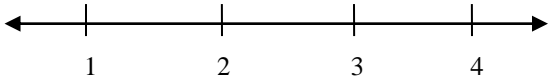
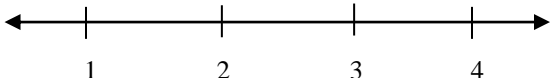
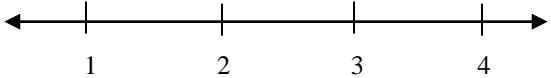

Technology

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
<p>1. Technology support and suggestions for appropriate use of multimedia resources are provided.</p>	<p>Overall Rating </p>
<p>2. Technology is integrated with student activities so that students collect, organize, analyze, and present data.</p>	<p>Overall Rating </p>
<p>3. Textbook and supplemental Contents are available online and/or on CD-ROM.</p>	<p>Overall Rating </p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Summary/Justification/Evidence:</p>

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to Additional Criteria and Indicators

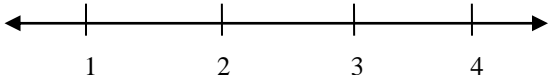
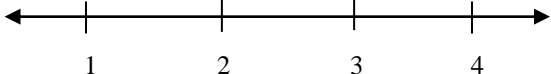
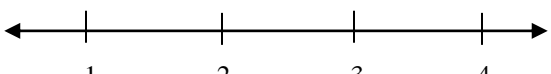
Assessment

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
<ol style="list-style-type: none"> 1. Some assessments are designed to measure student understanding above the knowledge level. 2. Guidance is provided to teacher regarding how assessment information can be used to inform instruction. 3. Rubrics are provided for grading some assignments. 4. Some opportunities are provided for students to check their own understanding. 	<p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p> 	<p>Summary/Justification/Evidence:</p>

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

**Documenting Alignment to
Additional Criteria and Indicators**

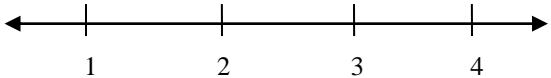
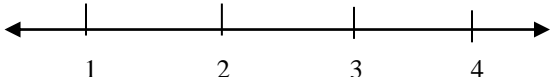
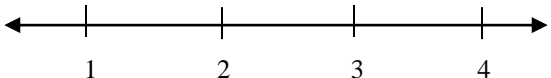
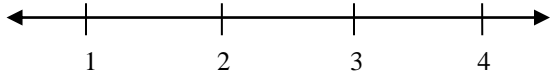
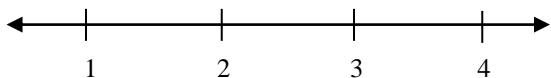
Assessment (Continued)

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
<p>5. Assessment activities examine the extent to which students can apply information to situations that require reasoning and creative thinking.</p> <p>6. Multiple means of assessments are used, informal as well as formal.</p> <p>7. Conceptual understanding and procedural knowledge are frequently assessed through tasks that ask students to apply information about a given concept in novel situations.</p>	<p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Summary/Justification/Evidence:</p>

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to Additional Criteria and Indicators

Instruction

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
<ol style="list-style-type: none"> 1. Teacher guide provides suggestions for how to demonstrate/model skills or use of knowledge. 2. Teacher guide offers alternative instructional strategies for advanced learners, struggling learners, ELL and Sp. Ed. 3. Teacher guide suggests multiple opportunities for students to demonstrate understanding. 4. Teacher guide provides opportunities for guided practice and scaffolded support. 5. Teacher guide includes suggestions to diagnose student errors, explanations of how these errors may be corrected, and how to further develop student ideas. 	<p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Summary/Justification/Evidence:</p>