



Big Ideas Learning



B.E.S.T.
Standards for
MATH
Grades 6–8



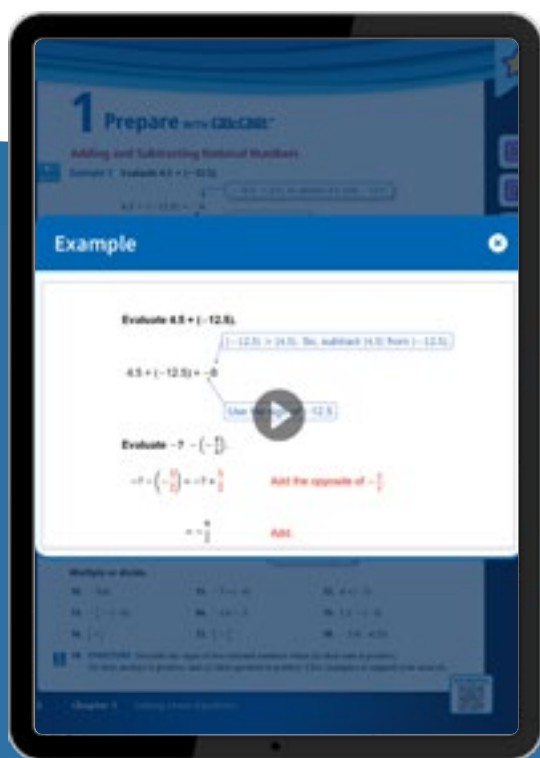


A K–12 Program Built for Florida

Big Ideas Learning’s entirely NEW *Florida’s B.E.S.T. Standards for MATH* program empowers Florida educators and ignites student learning from kindergarten through high school (K–12).

Florida’s B.E.S.T. Standards for MATH was developed through a rich collaboration with Florida-based math education experts and explicitly adheres to the Florida’s B.E.S.T. Standards for Mathematics. The Student and Teaching Editions feature each Florida benchmark to make the expectations clear for both students and teachers. The integration of the Mathematical Thinking and Reasoning Standards (MTRs) fosters student achievement and provides teachers with the instructional guidance needed to reach all students.

Using the latest educational research, the program incorporates strategies that are proven to have the highest impact on student achievement, while supporting the B.E.S.T. Standards. This instructional approach forms a clear, concise, and comprehensive, vertically aligned solution to help accelerate learning for *all* Florida students.

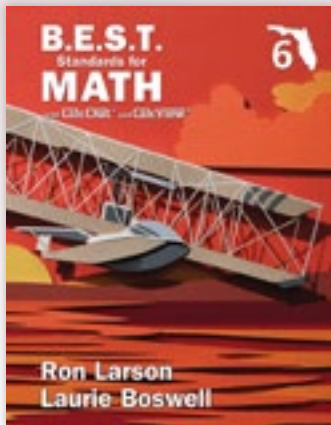


Coherent K–12 Progression from a Single Authorship Team

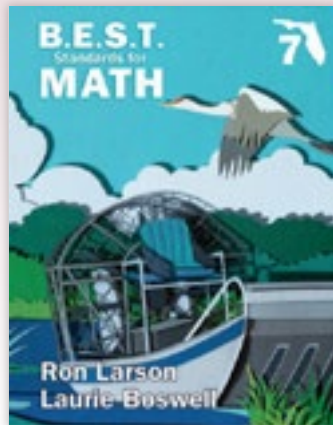
Written by a renowned, single authorship team, the program provides a cohesive, coherent, and rigorous mathematics curriculum that encourages students to become strategic thinkers and problem solvers.



All Middle School pathways are covered using resources in print, digitally, or a blend of both!



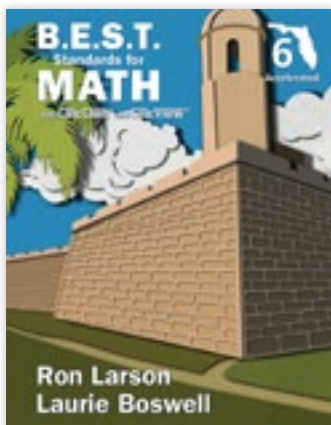
GRADE 6



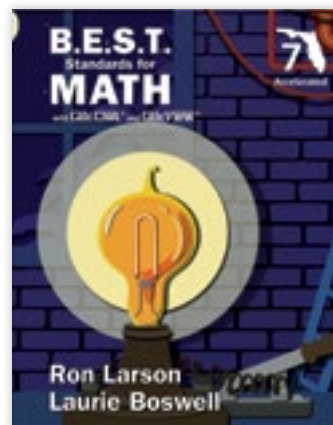
GRADE 7



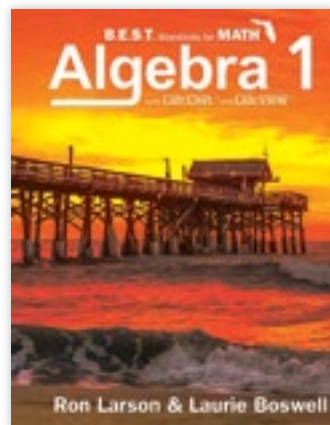
GRADE 8



GRADE 6 ACCELERATED



GRADE 7 ACCELERATED



ALGEBRA 1



Ron Larson, Ph.D.

“Laurie Boswell and I wholeheartedly endorse Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. When these standards were announced, we immediately went to work to write and develop a program that embraces the Florida B.E.S.T. Standards. We are confident that Big Ideas Learning’s all-new K–12 program written specifically for Florida will represent a new level of achievement and understanding in mathematics education.”

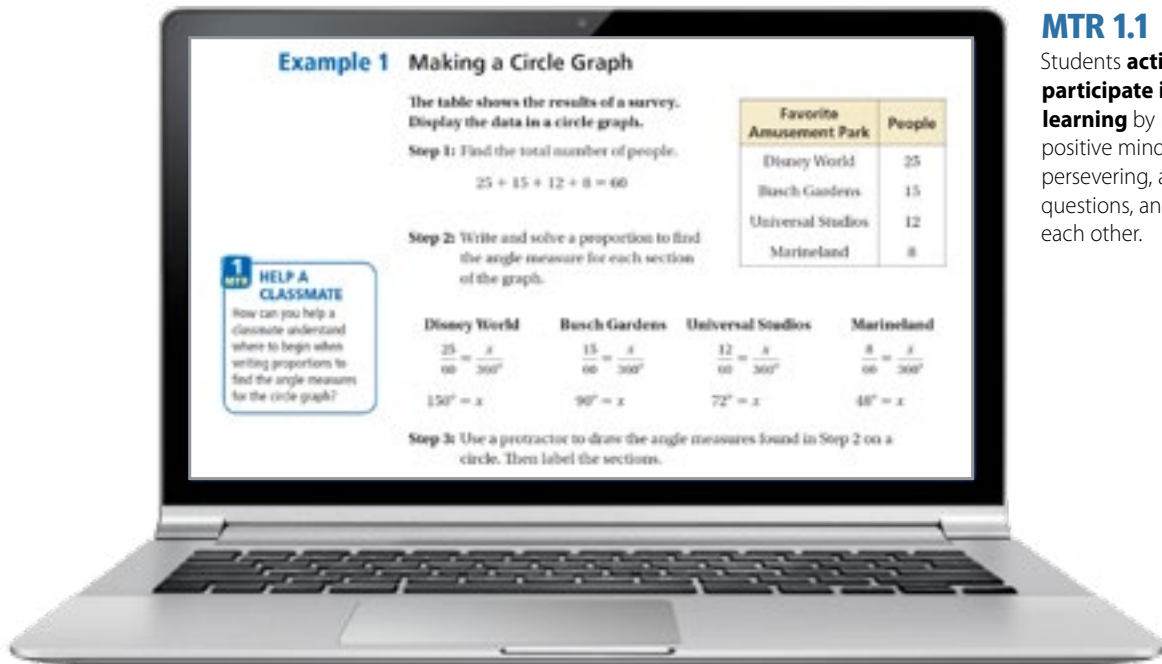


Laurie Boswell, Ed.D.

“We developed our new K–12 program to support teacher implementation of Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. The alignment with the B.E.S.T. Standards and the integration of the Mathematical Thinking and Reasoning Standards will ensure that all students engage with mathematics in meaningful ways that promote a deeper learning and understanding of mathematics.”

Integrated Mathematical Thinking and Reasoning

With *Florida's B.E.S.T. Standards for MATH*, students develop mathematical mindsets through integrated **Mathematical Thinking and Reasoning Standards (MTRs)**. Throughout the program, students can consciously learn, demonstrate, and self-assess their understanding of the MTRs. Call outs and labels throughout the Student Edition make it easy for students to identify which MTRs they are addressing. Additionally, teachers have access to valuable MTR support at point of use in the **Teaching Edition** through **Laurie's Notes**.



MTR 1.1

Students **actively participate in effortful learning** by maintaining a positive mindset, persevering, asking questions, and helping each other.

2 MTR 22. **CHOOSE A REPRESENTATION** A survey asks 100 students to choose their favorite sports. The results are shown in the circle graph.

- Explain why the graph is misleading.
- What type of data display is more appropriate for the data? Explain.

Favorite Sports

Sport	Percentage
Soccer	35%
Basketball	30%
Baseball	25%
Football	16%
Other	4%

MTR 2.1

Students **demonstrate understanding by representing problems in multiple ways** through modeling and progress from choosing representations to using algorithms and equations.

3 MTR 46. **CHOOSE A METHOD** Describe an efficient method to find the product $4^2 \cdot 20 \cdot (-25)^2 \cdot 5$ without using technology. Justify your method.

MTR 3.1

When students **complete tasks with mathematical fluency**, they select efficient methods, complete tasks accurately, and use feedback to improve efficiency.

4 MTR 24. **YOU BE THE TEACHER** Your friend finds the number of ways that choosing *not* purple can occur. Is your friend correct? Explain your reasoning.

purple	not purple
purple	red, blue, green, yellow

Choosing *not* purple can occur in 4 ways.

MTR 4.1
Students who **engage in discussions that reflect on the mathematical thinking** construct arguments and communicate mathematical ideas effectively.

Exploration 1 **Converting Units of Measure**

Work with a partner.

5 MTR **RELATE CONCEPTS**
Explain why relationships between capacities form ratios.

a. The diagram below represents the relationships among gallons, quarts, pints, and cups. Write at least four unit rates represented in the diagram.

Gallons	[Bar]			
Quarts	[Bar]	[Bar]	[Bar]	[Bar]
Pints	[Bar]	[Bar]	[Bar]	[Bar]
Cups	[Bar]	[Bar]	[Bar]	[Bar]

MTR 5.1
Students **use patterns and structure to help understand and connect mathematical concepts** by focusing on details, finding logical order, or breaking down a problem into smaller parts.

6 MTR **ASSESS REASONABLENESS**
Does it make sense that Example 1 has two slightly different answers?

Method 1: Create a ratio table using the unit rate 0.3 meter per foot.

Meters	0.3	57
Feet	1	190

So, the roadway is about 57 meters above the water.

Method 2: Create a ratio table using the unit rate 3.28 feet per meter.

Feet	3.28	1	190
Meters	1	$\frac{1}{3.28}$	$\frac{190}{3.28}$

So, the roadway is about $\frac{190}{3.28} = 57.93$ meters above the water.


MTR 6.1
When students **assess the reasonableness of solutions**, they are developing a habit of checking their calculations when solving problems.

7 MTR 23. **INVESTIGATE** Research black bear population management in Florida. Make a scatter plot showing the change in the state's black bear population over time. Have population



MTR 7.1
Students who **apply mathematics to real-world contexts** connect concepts to everyday experiences and use models and methods to understand, represent, and solve problems.

Get your free MTR classroom poster!




Focus and Coherence Geared Toward Fluency

Focus on Florida Benchmarks

By showcasing the precise language of the Florida benchmarks, **Learning Targets** and **Success Criteria** support and align to those Florida-specific expectations, giving students clarity around lesson goals.

7.2 Multiplying and Factoring Expressions

Learning Target: Multiply and factor algebraic expressions.

Success Criteria:

- I can multiply algebraic expressions.
- I can identify the greatest common factor of terms, including variable terms.
- I can use the Distributive Property to factor algebraic expressions.

Algebraic Reasoning

MA.8.AR.1.2 Apply properties of operations to multiply two linear expressions with rational coefficients.

MA.8.AR.1.3 Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.

Coherence of B.E.S.T. Progressions

A seamless progression of topics within and between grades creates a coherent curriculum for students and guarantees topics are not taught in isolation.

COHERENCE Through the Grades		
Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • MA.7.NS.2.3 Fluently add and subtract decimals to the thousandths place. • MA.7.NS.2.4 Explore multiplication and division of multi-digit decimals to the hundredths place. • MA.7.NS.2.5 Multiply and divide decimals to the tenths place by one-tenth and one-hundredth. • MA.7.FR.2.1 Add and subtract fractions with unlike denominators. • MA.7.FR.2.2 Multiply a fraction by a fraction. • MA.7.FR.1.1 Represent the division of two whole numbers as a fraction. • MA.7.FR.2.4 Explore the division of a unit fraction by a whole number and a whole number by a unit fraction. 	<ul style="list-style-type: none"> • MA.6.NS.2.3 Solve real-world problems involving addition, subtraction, multiplication, and division with positive fractions, mixed numbers, or multi-digit decimals. • MA.6.NS.2.2 Fluently multiply and divide fractions and mixed numbers. • MA.6.NS.3.3 Evaluate positive rational numbers with natural number exponents. • MA.6.NS.2.1 Fluently multiply and divide positive decimals to the thousandths place. 	<ul style="list-style-type: none"> • MA.7.NS.2.2 Fluently add, subtract, multiply, and divide rational numbers. • MA.7.NS.2.1 Use the order of operations to evaluate expressions involving rational numbers.

Fluency to Support Rigor

Florida's B.E.S.T. Standards for MATH helps teachers close the rigor gap by empowering students to grow and thrive in their unique scholastic ways. In every lesson, students engage in all aspects of rigor: conceptual understanding, procedural fluency, and application.

Conceptual Understanding and Procedural Fluency

Florida's B.E.S.T. Standards for MATH was purposefully and intentionally designed to meet the B.E.S.T. Standards and to help students reach automaticity.

Throughout each stage of fluency, students progress from

Stage 1 Exploration

Exploring concepts with interactive manipulatives and tools to develop conceptual understanding

Stage 2 Procedural Reliability

Independently choosing any method to solve

Stage 3 Procedural Fluency

Choosing the most efficient procedure

Students also get to practice with each stage of fluency in the **Review & Refresh with CalcChat while Building Fluency** feature, where questions are designed to meet students where they are at in their fluency journey.

Using MTR 7.1: Real-World Applications to Enhance Rigor

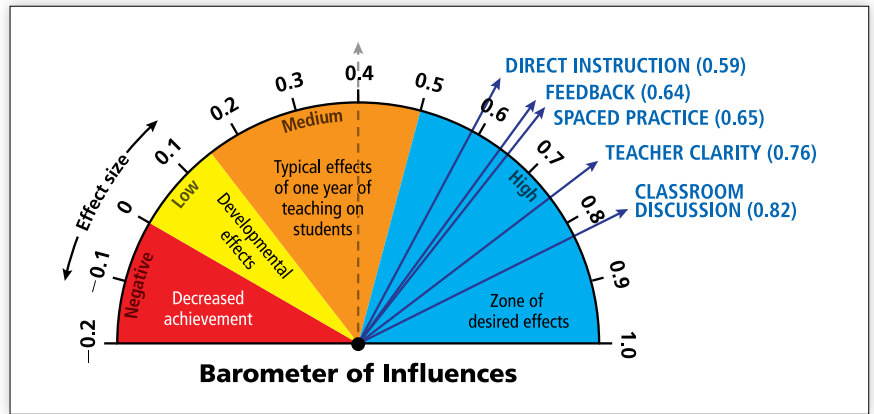
Modeling Real Life, Dig Deeper, STEAM

Performance Tasks, and other non-routine problems help students reach deep levels of learning. With the incorporation of real-world, Florida-themed content, students are encouraged to think strategically to solidify math connections and transfer their learning to new contexts.

Food	Price
Fritters	\$12
Cuban burger	\$8
Melanchon	\$10
Cubano	\$8

Five Highest-Impact Teaching Strategies

Florida's B.E.S.T. Standards for MATH incorporates the highest-impact teaching strategies from Professor John Hattie's *Visible Learning* research. Reinforced throughout the program, these five strategies are proven to have the greatest impact on student achievement, giving all Florida students the opportunity to be successful.



Teacher Clarity

Learning Targets and **Success Criteria** are incorporated into every chapter and lesson and reflect the Florida B.E.S.T. Standards for Mathematics, allowing teachers to clearly communicate learning expectations.

4.2 Graphing Ratio Relationships

Learning Target: Represent ratio relationships in a coordinate plane.

Success Criteria:

- I can create and plot ordered pairs from a ratio relationship.
- I can create graphs to solve ratio problems.
- I can create graphs to compare ratios.

Feedback

Providing students with timely and relevant feedback is crucial for students to make connections and further their understanding. Throughout the program, students can self-assess to determine what they are learning, where they are in their learning, where they are in the learning, and where they are going next.

Where Are We In Our Learning?

- You should have a sense of how well students can interpret each rectangular part in a tape diagram. Do they see the tape diagram as a model of a ratio or as fixed lengths? Ask probing questions to help students assess their own understanding.
- EMERGING:** Students might have followed the reasoning used for each part of the exploration, yet they may not be ready to work independently. Working through Examples 1 and 2, either independently or with guided instruction, will help students become proficient with the first three success criteria.
- PROFICIENT:** Students may feel confident. The Try It exercises will help students assess their understanding. Interpreting the language of the problem and finding the missing quantity can be challenging.

Classroom Discussion

As outlined in MTR 4.1, when students can discuss purposeful questions, they hone their ability to mathematically communicate, construct arguments, and justify conclusions. **Turn and Talk**, found in **Laurie's Notes**, allows students to frequently analyze each other's mathematical thinking.

- **Turn and Talk:** Have students compare answers with their neighbors and review each other's work to find reasons for any disagreements. Error analysis allows students to defend their answers, view various strategies, and deepen their learning experience.

Direct Instruction

A hallmark of *Florida's B.E.S.T. Standards for MATH* is its explicit instructional guidance and carefully designed examples that follow exploration and help students build procedural fluency.

Key Ideas

Rates and Unit Rates

Words A **rate** is a ratio of two quantities using different units. A **unit rate** compares a quantity to one unit of another quantity. **Equivalent rates** have the same unit rate.

Numbers You pay \$350 for every $\frac{1}{4}$ ounce of gold.

\$350	\$350	\$350	\$350	Rate: \$350 : $\frac{1}{4}$ oz
$\frac{1}{4}$ oz	$\frac{1}{4}$ oz	$\frac{1}{4}$ oz	$\frac{1}{4}$ oz	Unit Rate: \$1400 : 1 oz

Algebra Rate: a units : b units Unit rate: $\frac{a}{b}$ units : 1 unit

Example

Evaluate $4.5 + (-12.5)$.

$4.5 + (-12.5) = -8$ $(-12.5) + 24.5$ No, subtract 24.5 from (-12.5)

Evaluate $-7 - (-\frac{1}{2})$.

$-7 - (-\frac{1}{2}) = -7 + \frac{1}{2}$ Add the opposite of $(-\frac{1}{2})$

$= -7\frac{1}{2}$ Add

7.4 Practice WITH CALCULATOR AND CALCVIEW

Review & Refresh

Simplify the expression. Write your answer as a power.

- $\frac{10^6}{10^3}$
- $\frac{7^5}{7^2}$
- $\frac{(-3)^6 + (-3)^6}{(-3)^6}$

Tell whether the triangles are similar. Explain.

-
-

6. Make a line graph of the data.

Day, x	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Hours of Sleep, y	9.2	7.8	8.3	5.5	8.0	7.4	8.9

Spaced Practice

Students must revisit concepts over time so deeper learning occurs. The **Review & Refresh** exercises in every lesson and at the end of every chapter provide ongoing practice so students continue to build fluency.

Flexible Resources Accessible Anywhere

Engaging technology for students and teachers is the heart of the *Florida's B.E.S.T. Standards for MATH* program. The flexible online platform includes homework and assessment, interactive resources, and videos that support any learning environment. Here are just a few highlighted features of this robust digital platform.

Dynamic Student Edition

The **Dynamic Student Edition** is a complete, interactive version of the Student Edition with a **Multi-Language Glossary**, interactive explorations, digital examples, virtual manipulatives, **Extra Example Videos**, and digital exercises.



Assignment Builder

The **Assignment Builder** gives teachers the flexibility to create digital assignments and assessments that match the print resources or develop their own questions. Teachers can select questions by B.E.S.T. benchmarks. The parity between the print and the **Dynamic Student Edition** and the **Assignment Builder** ensures teachers can provide equitable access to course content for all students. The embedded tools in the assignments provide students with optional support so that all students can be successful.

Learn about the *entire* Digital Learning Platform!

- Complete Program Access
- Rich Assessment
- Engaging Resources
- Extra Support
- Full Accessibility
- Easy Rostering and LMS Integration



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CalcView™



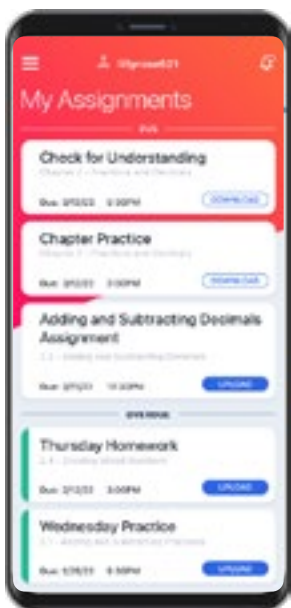
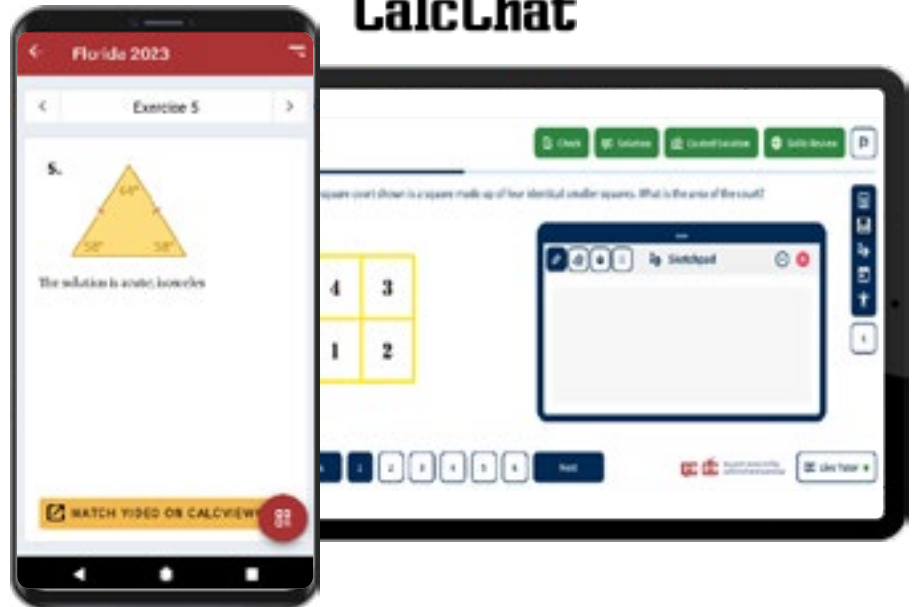
CalcView

Students can view stepped-out instructor videos as they work through select problems to support comprehension and the understanding of concepts.

CalcChat

Students benefit from **Worked-out Solution Videos** and live, **Virtual Tutor** support for select exercises. **Chapter Review** and **Practice Tests** are also available.

CalcChat



Apps for Offline Learning

The **eBook App** gives students access to the Student Edition content when they need it. The Big Ideas **Homework App** allows students to complete assignments even when internet access is limited or unavailable.

Support to Empower Florida Teachers

The Florida's B.E.S.T. Standards for MATH program provides teachers with everything they need to plan, teach, and assess to accelerate learning for all students. Written by master educator and author, Dr. Laurie Boswell, **Laurie's Notes** offer teachers point-of-use support through content overviews, motivation techniques, teaching strategies, questions to ask students for discussion, closures, and more!

Plan Efficiently

Teachers can review **Laurie's Notes** in the print **Teaching Edition** or digitally in the **Dynamic Classroom**, making it easy to plan lessons at their convenience. **Laurie's Notes** also include specific support for the **Mathematical Thinking and Reasoning Standards**, so teachers can ensure students are practicing the MTRs on a daily basis.

9.6

Laurie's Notes

- Another Method:** Students may use one of the following to solve Example 1.
- Students may convert each dimension to feet first and then find the volume, but fractions make this method more difficult.
- Students may reason that because each cubic yard costs \$18 and there are 27 cubic feet per cubic yard, each cubic foot costs $\frac{1}{3}$ of a dollar. Students can then multiply the volume in cubic feet (846 ft^3) by $\frac{1}{3}$ to get \$432, or \$430.00.

It may be helpful to sketch and label the dump truck in a horizontal position.

3. Maintain Accuracy
Note the use of dimensional analysis to show that the final answer has units of dollars. The answer is estimated due to rounding the cubic yards. Approximations for real-world situations are common. In real life, the truck would not be exact.

4. Make a Connection
This is a multi-step problem. It is also the first problem in this section involving decimals, but students should be able to solve just as they have with fractions and whole numbers.

Example 3 Modeling Real Life
The dump truck shown delivers dirt for \$18 per cubic yard. About how much does a full load of dirt cost?
Find the volume of a full load of dirt in cubic feet.

$V = \text{Area} \times \text{Height for volume}$
 $V = 2700 \left(\frac{1}{3}\right)$
 $V = 900$

In-Class Practice
9. **Dig Deeper** The volume of a rectangular prism of 273 cubic feet. How many times larger is the volume of the 1000 cubic feet prism?

Answers
9. Sample answer: 7.6 by $\frac{1}{1000}$ ft; $7 \cdot \frac{1}{1000} = 0 = 301$
10. about \$424.00

410 Chapter 9 Area, Surface Area, and Volume

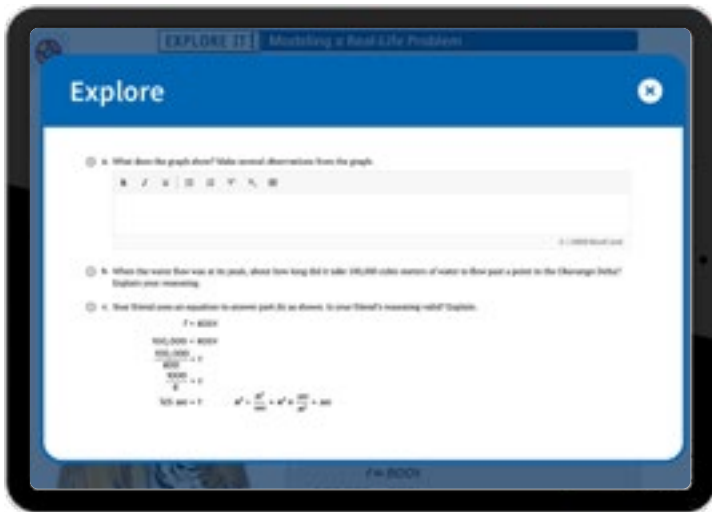
Where Are We in Our Learning
Have students assess their understanding of 9

Dynamic Classroom
Page 410 of 410
1 Connecting Concepts
Problem Solving Strategies
Using the Problem Solving Plan
1. Understand the Problem: Read the problem carefully. What are you being asked to find? What information do you have? Draw a picture or diagram to help you understand the problem. Write down what you know and what you need to find.
2. Plan a Solution: Think about the operations you need to use. Write down a plan for solving the problem.
3. Solve the Problem: Carry out your plan. Show your work.
4. Check Your Solution: Review your work. Does your answer make sense? Can you solve the problem another way?

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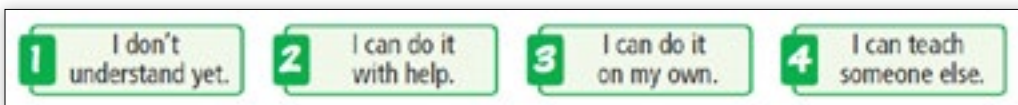
Teach Effectively

Teachers use the **Dynamic Classroom** to present lessons with engaging explorations, digital examples, and interactive practice all at their fingertips. They can even use the **Flip-To** feature to send students directly to a specific place in their **Dynamic Student Edition**.



Assess Actively

With a variety of powerful assessment tools, teachers gain insight into actionable data, making it easier to provide all students with the exact support they need to be successful.

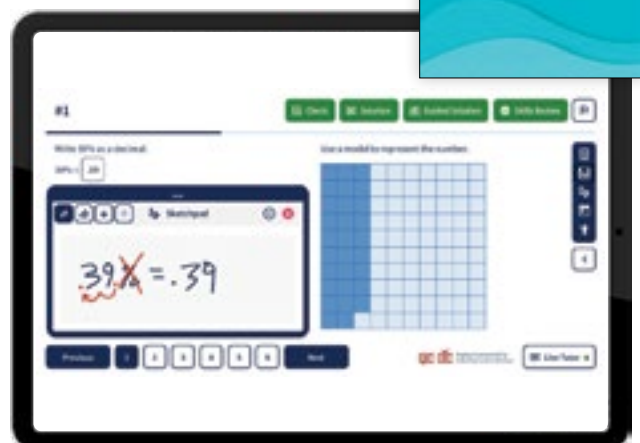
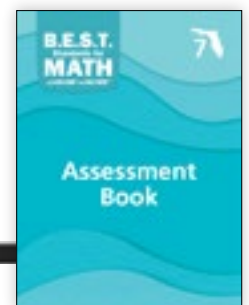


In-Class Practice

13. The ratio of wild hogs to Florida panthers in a swamp forest is 50 : 2. Find and interpret the value of the ratio.

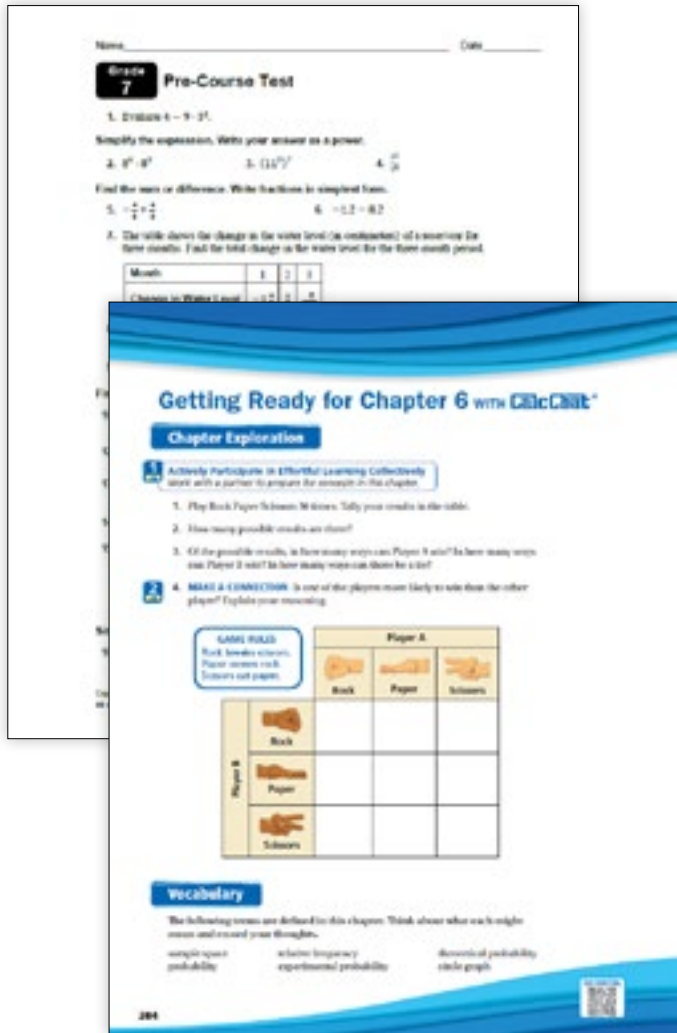
14. You are kayaking at a pace of 63 feet every 12 seconds. Your friend's pace is 21 feet every 3 seconds. Are you and your friend kayaking at the same pace? If not, who is faster?

15. **Dig Deeper** The ratio of jet Ski rentals to boat rentals at a store is 7 : 2. If the number of boat rentals triples and the number of jet Ski rentals doubles, then the number of boat rentals is how many times the number of jet Ski rentals?



Robust Assessment for B.E.S.T. Success

The robust assessment suite allows teachers to assess students diagnostically, formatively, or summatively, in print or digitally with the **Assignment Builder**. The assessments give teachers clear insight into student progress on the B.E.S.T. Standards, helping make data-driven instructional decisions to meet the unique needs of every student and accelerate their learning.

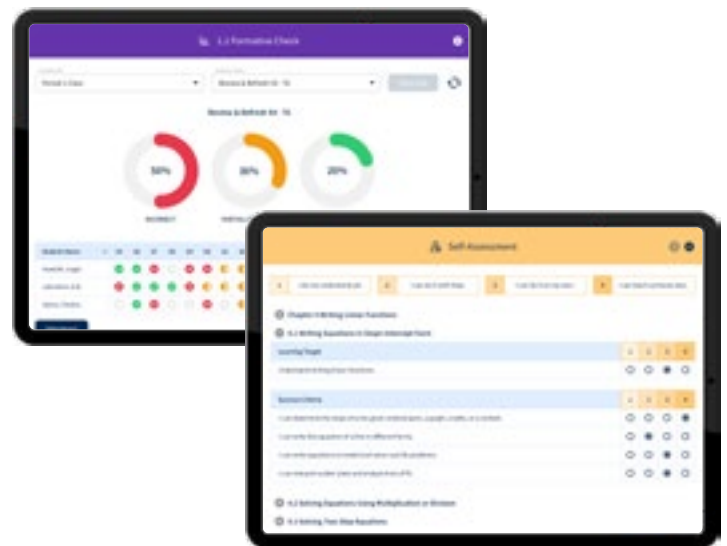


Diagnostic Assessment

Teachers can diagnostically assess students at the beginning of the year using the **Prerequisite Skills Practice with Item Analysis** or use the **Pre-Course Test** as a baseline to show growth throughout the year. Then, before each chapter, teachers can use the **Getting Ready** feature to prepare students for upcoming chapter content.

Progression Benchmark Test

Customized for the Florida benchmarks, student learning can be measured across grades with the adaptive **Progression Benchmark Test**, which shows teachers where their students are in the progression of FL strands.



Formative Check and Self-Assessment

Teachers can assess students using the **Formative Check** and encourage students to use the **Self-Assessment**. Both tools provide data and insight into student progress, as well as how the students see their own learning progressing as they rate themselves on the success criteria.

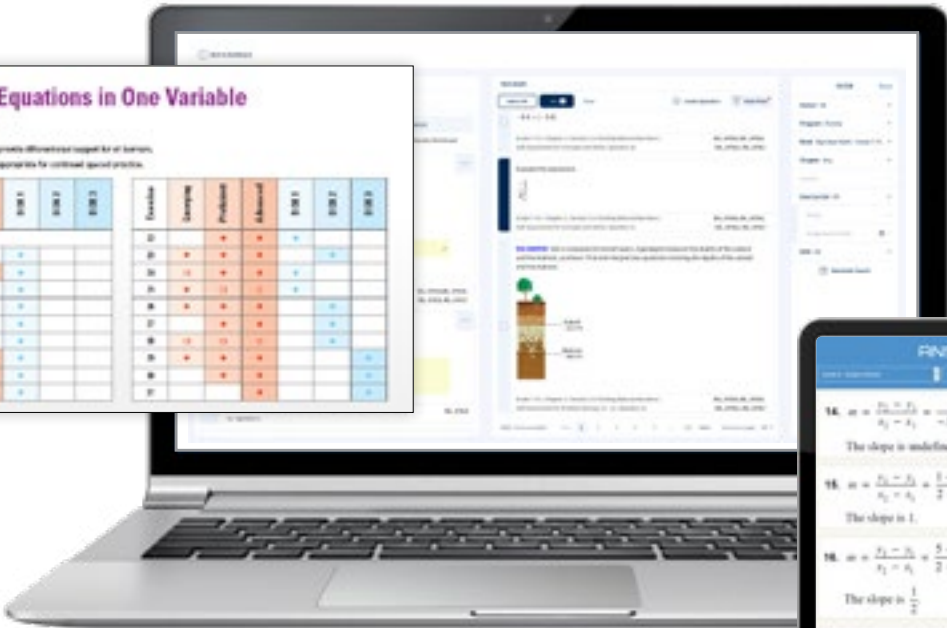
8.1 Writing Equations in One Variable

Assignment Guide

Use the marks from the 1–4 scale to provide differentiated support for all learners.

Assign Review & Refresh activities as appropriate for continued spaced practice.

Exercise	Emerging	Proficient	Advanced	B.E.S.T. 1	B.E.S.T. 2	B.E.S.T. 3
1–10	Review & Refresh					
11						
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Assignment Guide

The **Assignment Guide** allows teachers to differentiate assignments for students based on where they are in their learning. Teachers can assign in print or digitally, and then use the **Answer Presentation Tool** to review with students.

ANSWER PRESENTATION TOOL

14. $m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{3 - 9}{-2 - (-4)} = \frac{-6}{-2} = 3$
The slope is undefined.

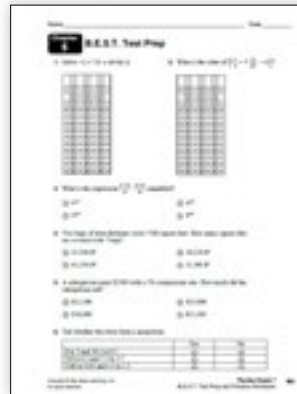
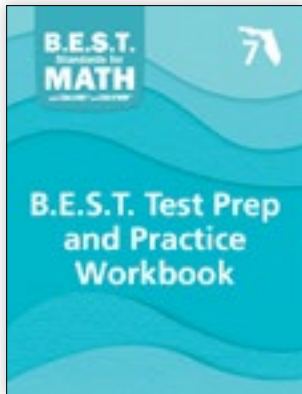
15. $m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{3 - 6}{2 - 1} = \frac{-3}{1} = -3$
The slope is -3.

16. $m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{5 - 4}{2 - 6} = \frac{1}{-4} = -\frac{1}{4}$
The slope is $-\frac{1}{4}$.

17. Sample answer: Two lines are parallel when they have the same slope but different y-intercepts. The lines $y = 3x + 3$ and $y = 3x - 6$ are parallel with

B.E.S.T. Test Prep and Practice Workbook

The **B.E.S.T. Test Prep and Practice Workbook** prepares students for cumulative standardized tests, in addition to helping students self-assess on the Learning Targets and Success Criteria. It also contains **Evidence-Based Scale Worksheets**, which allow teachers to assess each benchmark on a 1–4 scale and make instructional decisions.



#11

Evaluate the expression.

$$8 \times 11.215 = \square$$

Check Solution Guided Solution

Sketchpad

Previous 11 12 13 14 Next

Test A

1. A group has 2 boxes of folders with 25 folders in each. How many folders are in all? Show how you solve.

2. Find the average value for the data table. Show how you solve.

Year	Population
2000	28,000
2001	29,000
2002	30,000
2003	31,000
2004	32,000

3. Represent the data in the table by using a graph.

Year	Population
2000	28,000
2001	29,000
2002	30,000
2003	31,000
2004	32,000

4. A person walks 2 miles in 25 minutes. What is the person's speed in miles per hour?

5. Convert 18 kilograms per liter to pounds per gallon. Round to the nearest hundredths place.

6. How many gallons? $1 \text{ liter} = 1.056688 \text{ gallons}$

Year	Population
2000	28,000
2001	29,000
2002	30,000
2003	31,000
2004	32,000

7. The graph shows the amount of a substance that is produced in grams per minute.

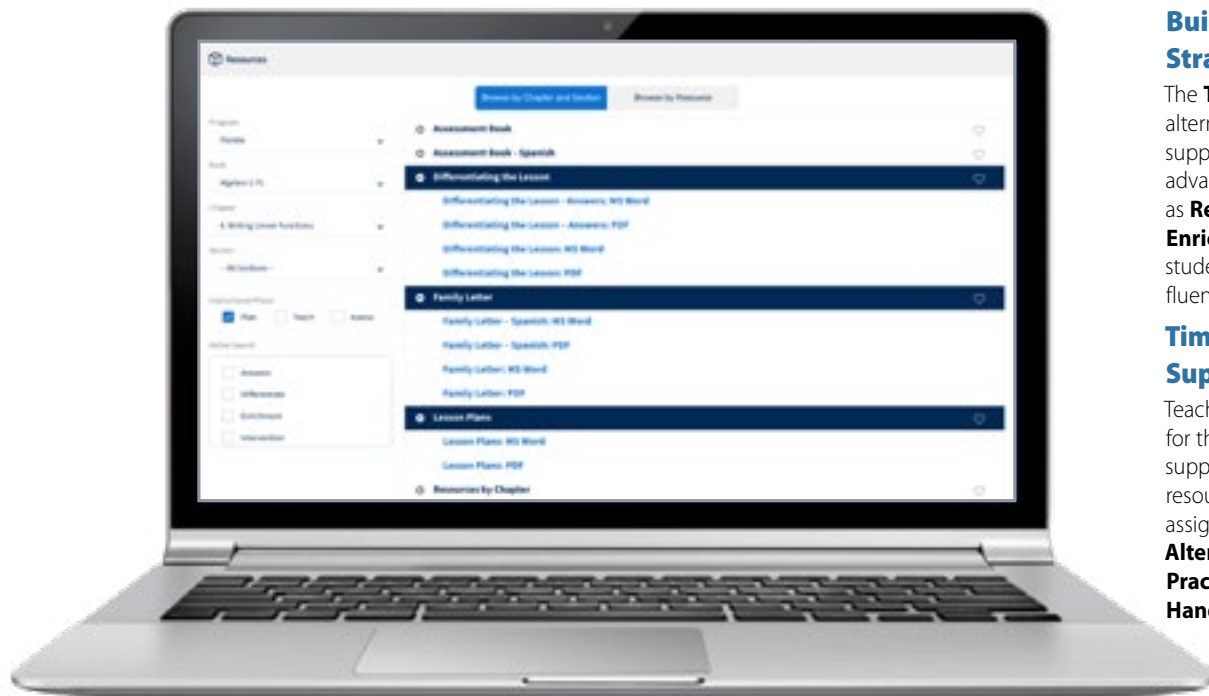
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Summative Assessments

Quizzes, Tests, and Course Benchmark Tests from the **Assessment Book** assess course content, and can be assigned periodically throughout the year. These tests are customizable in print and online!

Reach All Florida Learners

Florida's *B.E.S.T. Standards for MATH* supports Florida teachers and provides guidance on how to accommodate students' diverse learning styles and abilities. Students feel empowered to address their own gaps in knowledge and extend their understanding of key concepts.



Built-in Differentiation Strategies

The **Teaching Edition** provides alternative teaching strategies to support emerging, proficient, and advanced learners. Supports such as **Reteach**, **Extra Practice**, and **Enrichment and Extension** fortify students' understanding and fluency.

Timely Intervention Support

Teachers have access to resources for the entire K-12 program to support RTI tiers at any time. These resources are editable to customize assignments and include **Alternative Assessments**, **Extra Practice**, **Skills Review Handbook**, and more.

English Language Learner Support **ELL**

Vocabulary Review

Explain that a flat side of a prism is called a face. The meaning of face in mathematics is different than its meaning in everyday language. In everyday language, a face is the front of a person's head from the forehead to the chin.

Leveled Proficiency Comprehension

Have students work in pairs to practice language as they discuss and complete Try It Exercise 1. Have one partner ask the other, "How many faces are there?" After the partner answers, have them switch roles to ask about the numbers of edges and vertices.

Beginning Level: Students may state the numbers.

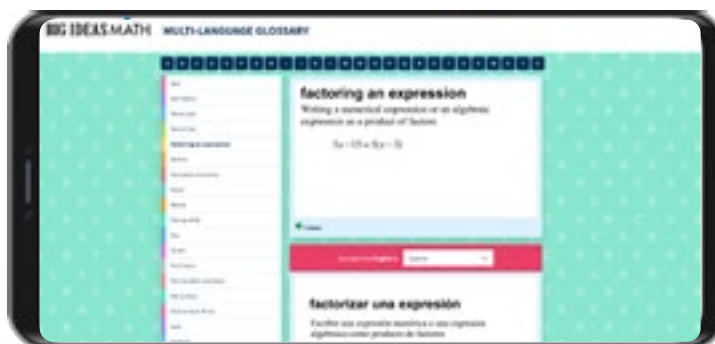
Intermediate Level: Students may answer with simple sentences, such as "There are five."

Advanced Level: Students may answer with detailed sentences, such as "I counted five faces on the solid."

ELL Support and Development

Support for ELL students includes **Vocabulary Review** and **Leveled Proficiency Comprehension**. These features target Beginner, Intermediate, and Advanced ELLs, which correspond to **WIDA** reading, writing, speaking, and language mastery levels.

The **Multi-Language Glossary** is accessible via the **Dynamic Classroom** and supports **16 total languages** by providing translations of key vocabulary terms.





Digital Opportunities for Reinforcement and Enrichment

Florida's B.E.S.T. Standards for MATH offers a variety of digital resources for skill development, review, and enrichment. The **Skills Trainer** provides opportunities for students to review or extend skills from Grade K through Algebra 2. **Interactive Tools** such as algebra tiles, number lines, and fraction models help students make connections by visualizing key concepts.

REVIEW: Simplifying Algebraic Expressions

Name: _____

Key Concept and Vocabulary

Combine **variable terms**
 $3x + 4 + 2x - 2 = 5x + 2$

Combine **numeric terms**

Visual Model

Algebra Tiles

Skill Examples

- $3x + 5x = 7x$
- $3 + x + 2 + x = 5 + 2x$
- $3(x + 2) - (x + 3) = a + 3$
- $2(y - 1) + 3(y + 2) = 5y + 4$

Application Example

The original cost of a shirt is x dollars. The store is on sale for 30% off. Write a simplified expression for the sale price.

$a = 0.7x = 0.7y$

The sale price is $0.7x$.

30% OFF

PRACTICE MAKES PURR-FECT®

Simplify the expression. (Remove parentheses and combine like terms.)

- $4x + 3x =$ _____
- $3x + 5 - 2x =$ _____
- $3x + 3 + 2x + 2 =$ _____
- $5x + 2(3) =$ _____
- $2x + (3x + 5x) =$ _____
- $2 + (2 + 3) =$ _____
- $3x + 6 + x =$ _____
- $3 + (2 + 4) =$ _____
- $2x + 4x - 2x + 4x =$ _____
- $2(x + 2) - (x + 3) =$ _____
- $3x + 5 - 2x =$ _____
- $3x + 2(3) =$ _____
- $2 + (2 + 3) =$ _____
- $3 + (2 + 4) =$ _____
- $2x - (2) + 3x + (2) =$ _____
- $4(x + 2) - 3(x + 2) =$ _____

Write a simplified expression for the perimeter of the rectangle or triangle.

- Perimeter = _____
- Perimeter = _____
- Perimeter = _____

21. The original cost of a cell phone is x dollars. The phone is on sale for 35% off. Write a simplified expression for the sale price.

35% OFF

Skills Review Topic 16.2 89

Skills Review for Success

The **Skills Review Handbook** provides examples and practice to review concepts from earlier grades. It can be used for remediation, enrichment, and differentiation. Available in print or digitally, students benefit from the additional opportunity for review and practice.

Ensure Success for Spanish-Speaking Students

Florida's *B.E.S.T. Standards for MATH* offers students and teachers a blend of print and digital resources for Spanish language support.

The Spanish Student Edition, in both print and digital, is a carefully developed translation of the complete student program. In addition, a full assessment suite in Spanish ensures formative and summative assessment can be delivered effectively.



English Language Learner Support ELL

Vocabulary Review
Students may know the word expression from everyday language. It can be used to describe the look on a person's face or the words used to communicate something. Explain that in the context of math, an algebraic expression is a mathematical phrase containing numbers, operations, and/or variables.

Leveled Proficiency Comprehension
After demonstrating Example 1, have students practice language by working in pairs to complete Try It Exercises 1–3. Have one student ask another, "What are the terms in the expression? The like terms?" Have students alternate roles.
Beginning Level: Students may name the terms.
Intermediate Level: Students may use phrases or simple sentences to identify the terms and like terms.
Advanced Level: Students may answer with detailed sentences, such as "The terms are x , 10 , and $-\frac{3}{2}x$. The like terms are y and $-\frac{3}{2}y$."

Teaching Edition

Built-in support through **Laurie's Notes** in the **Teaching Edition** provides teaching strategies for ELL students, including Spanish speakers.



At-Home Connections

The **Game Library** provides **Spanish audio** and translated PDFs to help with engagement in class and at home. With **Family Letters**, parents and caregivers can help make real-world and at-home connections to develop language and mathematical skills.

What is the actual distance d between Miami and Key West?

Step 1: Use a centimeter ruler to find the distance on the map between Miami and Key West. The map distance is about 2.5 centimeters.

Step 2: Use the scale 1 cm : 50 mi and the ratio 2.5 cm : d mi to write and solve a proportion.

$$\frac{1}{50} = \frac{2.5}{d}$$

$d = 50 \cdot 2.5$ Cross Products Property
 $d = 125$ Multiply.

Digital Language Support

Spanish audio is also available in the **Dynamic Classroom** to enhance **Digital Examples**, **Extra Example Videos**, practice, assessments, and more.

View this video in Spanish

B.E.S.T. Program Resources

Florida's B.E.S.T. Standards for MATH ensures that students and teachers have access to all materials on a single digital platform or in easily accessible print resources.

Print Student Resources

(Also available Digitally)

Student Edition*

B.E.S.T. Test Prep and Practice Workbook

Review & Refresh*
B.E.S.T. Test Prep*
Self-Assessment*
Chapter Self-Assessment*
Post-Course Test*
Evidence-Based Scale Worksheets*

Digital Student Resources

Dynamic Student Edition

Interactive Tools
Interactive Explorations
Digital Examples
Extra Example Videos
Self-Assessments

Additional Resources

Vocabulary Flashcards*
Graphic Organizers
Math Tool Paper

Skills Trainer

Skills Review Handbook

Game Library*

Multi-Language Glossary*

STEAM Videos

eBook App

Homework App

CalcChat and CalcView

Print Teacher Resources

(Also available Digitally)

Teaching Edition

Resources by Chapter

Family Letter*
Warm-Ups
Extra Practice
Reteach
Enrichment and Extension
Chapter Self-Assessment
Puzzle Time

Assessment Book

Prerequisite Skills Practice*
Pre- and Post-Course Tests*
Course Benchmark Tests*
Quizzes*
Chapter Tests*
Alternative Assessments*
Performance Tasks*

Digital Teacher Resources

Dynamic Classroom

Laurie's Notes
Interactive Tools
Interactive Explorations
Digital Examples with PowerPoints
Formative Check
Self-Assessment
Flip-To
Digital Warm-Ups and Closures
Mini-Assessments

Dynamic Assessment System

Practice
Assessments
Progression Benchmark Tests
Performance and Standard Reports

Answer Presentation Tool

Additional Resources

Cross-Curricular Projects
Lesson Plans
Pacing Guides
Differentiating the Lesson
Worked-Out Solutions Key
Family Letters*

Video Support for Teachers

Everyday Connections Videos
Professional Development Videos
Concepts and Tools Videos

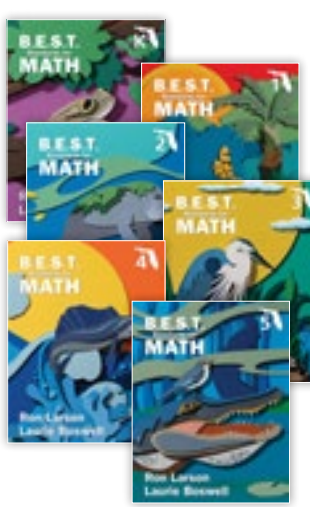
*Available online in Spanish

Coherent Progressions for Florida from Grades K-12

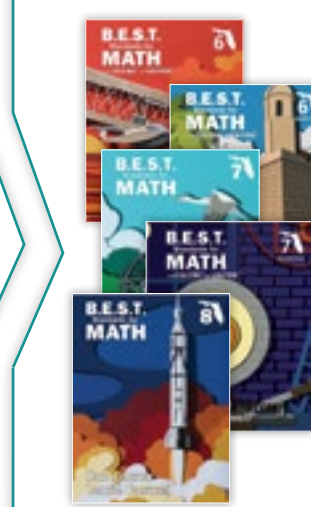
Florida's B.E.S.T. Standards for MATH is completely aligned with the Florida B.E.S.T. standards and provides students and teachers with meaningful coherence from Kindergarten through Algebra 2. Both print and digital resources are designed to support all Florida learners and encourage students to become strategic thinkers and problem solvers.

A complete program for every curriculum pathway in Florida!

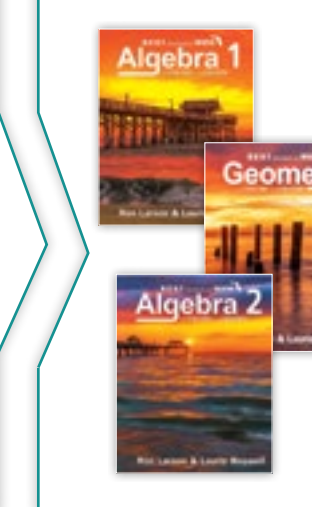
**Florida Math for
Grades K-5**



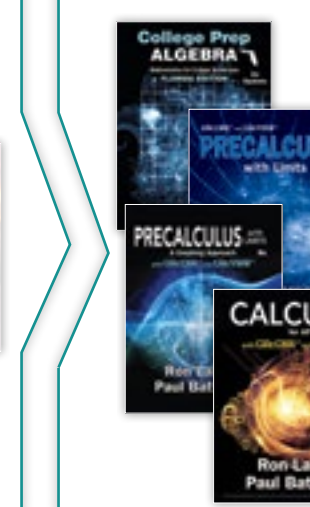
**Florida Math for
Grades 6-8**



**Florida Math for
Algebra 1, Geometry, Algebra 2**



**Florida Math for College Algebra,
Precalculus, AP[®] Calculus**





Reviewing the program?

Go to BigIdeasLearning.com/FloridaReview



**For Blended, Print, or
Digital Delivery!**