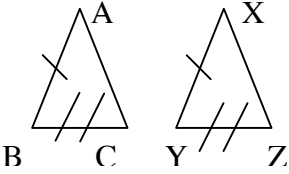
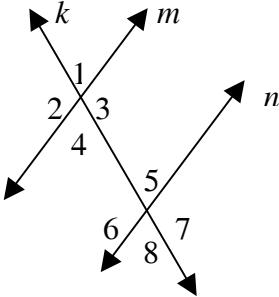
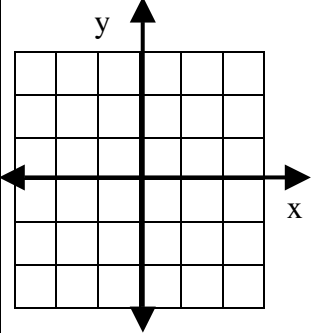
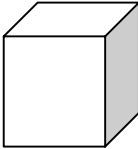
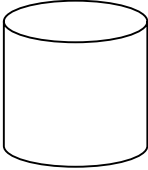
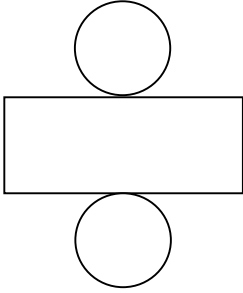


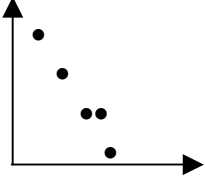
GLOSSARY

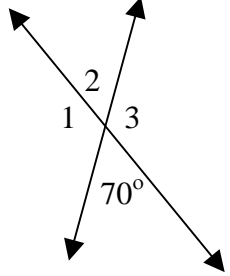
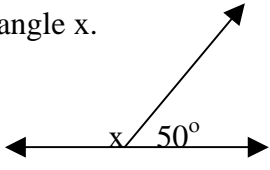
Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
CONCEPT (n) <i>Concepto</i>	A general guiding principal that includes other related ideas.	The main <i>concept</i> of parallel lines is that they are two lines in a plane with the same slope that never intersect.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	4NS 1.0 4NS 1.8 AI 8.0
CONGRUENCE (n) <i>Congruencia</i>	A statement that two geometric shapes have the same size and shape.	Congruence by SAS:  Congruence statement: $\triangle ABC \cong \triangle XYZ$	Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, and relationships of faces. Geometrical figures can be classified by their angle shape and measure.	7MG 3.4
CONGRUENT (adj) <i>Congruente</i>	Having the same measure, or size and shape; if parallel lines are cut by a transversal, the following are congruent angles: <ul style="list-style-type: none"> • Corresponding angles • Alternate interior angles • Alternate exterior angles 	 Corresponding angles are <i>congruent</i> $\angle 1 \cong \angle 5$, if lines <i>m</i> and <i>l</i> are parallel.	Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, and relationships of faces. Geometrical figures can be classified by their angle shape and measure.	7MG 3.4
CONJECTURE (n) <i>Conjetura</i>	A guess or a statement that is believed to be true, based on incomplete evidence, an educated mathematical guess, followed by inductive reasoning.	One uses inductive reasoning when making a <i>conjecture</i> . 1, 3, 5, __, __, __ Predicting that the next two terms are 7 and 9 is a conjecture.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7MR 1.2 7MR 2.4

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards														
CONSTANT (n) <i>Constante</i>	Recurring, persistent; in an expression it is a value that reoccurs from one term to the next.	$12x^2 + 4x + 9$ The <i>constant</i> is 9. A cell phone company has a plan of charging a monthly flat fee of \$50 that includes the first 100 minutes. For each additional minute the cost is 2 cents per minute. <table border="1" data-bbox="764 625 1083 1010"> <thead> <tr> <th>Minutes Beyond 100 min.</th> <th>Cost</th> </tr> </thead> <tbody> <tr><td>0</td><td>.02 (0) + 50</td></tr> <tr><td>1</td><td>.02 (1) + 50</td></tr> <tr><td>2</td><td>.02 (2) + 50</td></tr> <tr><td>3</td><td>.02 (3) + 50</td></tr> <tr><td>10</td><td>.02 (10) + 50</td></tr> <tr><td>50</td><td>.02 (50) + 50</td></tr> </tbody> </table> $.02m + 50$ The <i>constant</i> is 50. <i>M</i> = # of minutes beyond 100 minutes.	Minutes Beyond 100 min.	Cost	0	.02 (0) + 50	1	.02 (1) + 50	2	.02 (2) + 50	3	.02 (3) + 50	10	.02 (10) + 50	50	.02 (50) + 50	Variables, symbols, numbers or operations can be used to represent a number, expressions and equations.	7AF 1.4
Minutes Beyond 100 min.	Cost																	
0	.02 (0) + 50																	
1	.02 (1) + 50																	
2	.02 (2) + 50																	
3	.02 (3) + 50																	
10	.02 (10) + 50																	
50	.02 (50) + 50																	
CONSTRUCT (v) <i>Construir</i>	To build, create; to draw a geometric figure that meets specific requirements.	Tanner is designing a new bedroom that is 24 feet long by 18 feet wide. <i>Construct</i> a scale drawing of the room, using the scale of a half-inch to represent 3 feet.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7MG 1.2														
CONTEXT (n) <i>Contexto</i>	The part of the story problem in which the mathematical subject is expressed.	A pair of shoes is marked 30% off and sells for \$45.00. What is the original price of the shoes? The <i>context</i> for this problem is that something has been discounted.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	6NS 1.2 7AF 4.1														

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
CONVERSE (n) <i>Proposición recíproca</i>	The Pythagorean Theorem states that <i>if</i> a triangle is right, <i>then</i> $a^2 + b^2 = c^2$ where a and b are the legs and c is the hypotenuse; another way to use this theorem is to consider if $c^2 = a^2 + b^2$, then a triangle is a right triangle.	The statement, if $c^2 = a^2 + b^2$, then triangle ABC is a right triangle states the <i>converse</i> of the Pythagorean Theorem.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7MG 3.3
CONVERSION (n) <i>Conversión</i>	The act or process of changing something from one form to another or from one measuring system to another.	12 inches = 1 foot 5280 feet = 1 mile 2.20 pounds \approx 1 kilogram 1.61 kilometers \approx 1 mile How many miles are 50km?	In mathematics, we often change forms to facilitate problem solving and computation.	7MG 2.4
CONVERT (v) <i>Convertir</i>	To change something from one form to another or from one measuring system to another.	<i>Convert</i> the following from fraction to decimal to percent. $\frac{1}{4} = .25 = 25\%$	In mathematics, we often change forms to facilitate problem solving and computation.	7NS 1.3 7NS 1.5
COORDINATE GRAPH (n) <i>Gráfica de coordenadas</i>	Coordinate grid; a two-dimensional plane to plot simple figures. The coordinate graph visually shows the relative size, shape and movement of one or more shapes and helps determine lengths, area and translations.		Point locations can be represented in a two dimensional plane.	7MG 3.2 7AF 1.5 7AF 3.1 7AF 3.3 AI 6.0-9.0 (See Coordinate Graph Terms**)
CROSS-MULTIPLICATION (n) <i>Multiplicar al cruzado</i>	A method used in equivalent fractions for finding a missing number (numerator or denominator).	$\frac{5}{6} \times \frac{n}{12}$ Extremes are 5 and 12 Means are 6 and n $\frac{60}{6} = \frac{6n}{6}$ $10 = n$ The product of the means equals the product of the extremes.	Rational numbers can be represented in different forms with different operations.	6NS 1.3

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
CUBE OF SCALE FACTOR <i>(n)</i> <i>El cubo del factor escalar</i>	The change in volume when each side length of a 3-dimensional figure is multiplied by the same value (scale factor); the ratio of the corresponding sides of two similar solids raised to the 3 rd power; represents the ratio of the volumes of two similar solids.	A cube with side lengths of 3 units has a volume of 27 cubic units. If each side is doubled, the change in volume is the product of the <i>cube of the scale factor</i> and the original volume. $27(2^3) = 216$ cubic units	Variables, symbols, numbers or operations can be used to represent a number, expressions, and equations.	7MG 2.3
CUBIC <i>(adj)</i> <i>Cúbico</i>	Having a shape of a cube where all edges are equal; having three dimensions; having a volume equal to a cube whose edge is of a stated length; of the third power.	<i>Cubic units</i> $S = 2$ ft $V = 8$ cu ft $V = 8$ ft ³ cu = cubic 	Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, and relationships of faces.	7MG 2.4
CYLINDER <i>(n)</i> <i>Cilindro</i>	Three-dimensional geometric shape, formed by 2 parallel circles (bases) connected by a rectangle along the edges. The rectangle is often referred to as a lateral area. Cylinders consist of 2 circles and a rectangle.	 	Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, and relationships of faces.	7MG 2.1
DATA <i>(n)</i> <i>Datos</i>	Information, usually numerical obtained from experiments or surveys, which is used for drawing conclusions. It is important to gather enough data to ensure that your conclusions are accurate.	Testing <i>data</i> is collected and analyzed to prove the validity of the assessment.	Data is organized and analyzed in a variety of ways.	5SDAP 1.4

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DATA POINTS (n) <i>Datos (puntos o coordenadas)</i>	Two numerical values on a scatterplot; used to analyze data sets looking for trends or the absence of trends.	A <i>scatterplot</i> is a visual representation of all <i>data points</i> of a given sample. 	Point locations can be represented in a two dimensional plane.	7SDAP 1.2
DATA SET (n) <i>Conjunto de datos</i>	Set of numbers and/or values; can be represented in stem-and-leaf plots, line plots, box-and-whisker plots, etc.	{4, 6, 5, 3, 8, 1}	Point locations can be represented in a two dimensional plane.	6SDAP 1.1 7SDAP 1.1
DECIMAL (n) <i>Decimal</i>	The common term referring to a number that includes a decimal point.	1.34 .465	Variables, symbols, numbers or operations can be used to represent a number, expressions, and equations.	4NS 1.0 4NS 1.2 5NS 1.5 5NS 2.2 6NS 1.1 7 NS 1.3 6SDAP 3.3
DECIMAL PLACE (n) <i>Posición decimal</i>	The position of a digit in a number.	25.36 2 is in the tens decimal place and can be represented as 2×10^2 . 5 is in the ones decimal place and can be represented as 5×10^0 . 3 is in the tenths decimal place and can be represented as 3×10^{-1} . 6 is in the hundredths decimal place and can be represented by 6×10^{-2} .	Variables, symbols, numbers or operations can be used to represent a number, expressions, and equations.	4NS 1.0 4NS 1.2
DECREASE (v) <i>Disminuir</i>	To reduce in size or value.	$5 - 4$; 5 is <i>decreased</i> by 4	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7NS 1.6

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
DEDUCTIVE REASONING (n) <i>Razonamiento Deductivo</i>	The process of reasoning logically from postulates and theorems; statements that are known or believed to be true to a conclusion; the result is a new theorem.	Simplify $5t + 3t$. <u>Step</u> <u>Reasoning</u> $(5 + 3)t$ Use the distributive property $8t$ Simplify	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7MR 2.4
DEGREE (n) <i>Grado</i>	The term DEGREE has several different meanings in mathematics; degree in measurement may refer to degrees in an angle, indicates the part to whole of a circle; degree in Algebra refers to the highest level of exponents in a monomial or in a polynomial.	 <p>What are the measurements of angles 1 and 2?</p>	Geometric figures can be classified by their angle, shape, and measure.	7MG 3.4
DEMONSTRATE (v) <i>Demuestra</i>	To show or to explain.	<i>Demonstrate</i> how to find the value of angle x. 	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	4NS 3.1 5NS 2.2 7MG 3.4
DENSITY (n) <i>Densidad</i>	A measure of rate; the ratio of a substance's mass to its volume.	A volume of 20 cubic centimeters of gold has a mass of 386 grams. Express the <i>density</i> of gold as a unit rate. 19.3 g/cm^3	Physical objects can be described and defined by numerical values.	7MG 1.3