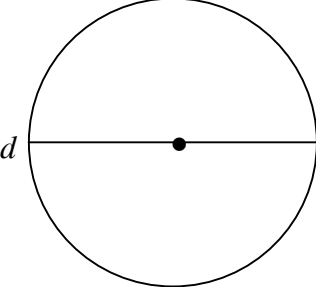
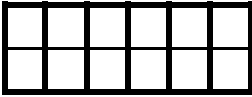


## GLOSSARY

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
<b>DEPENDENT EVENT</b> (n)  <i>Evento dependiente</i>	Events are the outcomes from an experiment; they are called dependent when the outcome of the event depends on the outcome of a previous event.	$P(\text{blue marble first and then another blue marble, without replacement}) = P(\text{blue}) \times P(\text{blue}) = \frac{3}{9} + \frac{2}{8} = \frac{24}{72} + \frac{18}{72} = \frac{44}{72} = \frac{11}{18}$	The likely and unlikelihood of events are described and reasoned through the use of probability terms.	6SDAP 3.5
<b>DEPICT</b> (v)  <i>Representa</i>	Something represented in a picture or graph.	The data <i>depicted</i> in the graph shows a graphic model of the data.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	5SDAP 1.4
<b>DERIVE</b> (v)  <i>Deriva</i>	To construct; to show the steps with explanations.	Students will be able to <i>derive</i> the solution of an equation by using properties.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	AI 7.0
<b>DETERMINE</b> (v)  <i>Determina</i>	To figure something out; to calculate; to make a decision, or to find something.	<i>Determine</i> the slope of a line.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	5NS 1.4 6NS 1.3 6NS 2.4 7NS 2.4 7NS 2.5 7MG 3.2 6SDAP 3.0
<b>DIAMETER</b> (n)  <i>Diámetro</i>	The widest distance across a circle or a sphere; it is measured through the center of the circle or the sphere; the line segment that goes through the center of the circle and has both of its endpoints on the circle; it is twice the radius.		The circle, a geometric figure, is described by its attributes: radius, diameter, circumference, and area.	7AF 3.4

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
<b>DIFFERENCE</b> (n) <i>Diferencia</i>	In subtraction, the amount one number is greater or less than another number; the number of units that separates two numbers on a number line.	$12 - 5 = 7$  The <i>difference</i> between 12 and 5 is 7.	Variables, numbers, or operations can be used to represent mathematical problems.	6AF 1.2 6AF 1.3 (See Operation Terms**)
<b>DIFFERENCE</b> (n) <i>Diferencia</i>	Unlike; the way two or more things are distinctly unlike each other; used as a comparison to show how terms are not alike.	What are <i>differences</i> between the squares and triangles?	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	6SDAP 3.5
<b>DIGIT</b> (n) <i>Dígito</i>	A symbol that represents a number.	In our base-ten system, the <i>digits</i> are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Placement of the <i>digit</i> gives it its value; such as 7 is a single <i>digit</i> number which means seven ones. In the number 95, the <i>digit</i> 9 means 9 tens, which is 90.	Numerical values can be represented by the position of a digit in a number.	3NS 1.3
<b>DIMENSION</b> (n) <i>Dimensión</i>	The unit in which something is measured (inches, degrees, minutes, grams, etc.); or the size of something, as in the length of a side in a figure (ex. length, width, height); the location of a point in space on a graph or plot; the number of rows and columns in an array.	A point has zero <i>dimensions</i> (and therefore is an undefined term). A line has one <i>dimension</i> . A rectangle has two <i>dimensions</i> . A prism has three <i>dimensions</i> .	Physical objects can be described by defined numerical values.	7MG 2.3

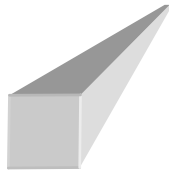
Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
<b>DIMENSIONAL ANALYSIS</b> (n) <i>Análisis de dimensiones</i>	Unit analysis; a way to approach a problem that examines the dimension or units used in the problem.	How many square yards of sod is needed for a lawn that has a length of 20 yards and a width of 40 yards?	Physical objects can be described by defined numerical values.	7MG 1.3
<b>DIRECT MEASUREMENT</b> (n) <i>Medida directa</i>	Physically measuring the sides of a shape; directly measuring figures can be used to test theorems or conjectures.	Use <i>direct measurement</i> to determine if the two sides of an isosceles triangle are equal.	Physical objects can be described by defined numerical values.	7MG 3.3
<b>DIRECT VARIATION</b> (n) <i>Varación directa</i>	Direct proportion; the relation between two quantities; when one quantity changes, the other changes by the same factor; the relationship between the x and y values in a linear equation.	If the wage is \$10.00 per hour and the time worked is 3 hours, the amount earned is \$30.00; the amount of money earned is directly proportional to the hours worked; if the time worked increases, the amount of money earned increases.	Variables, symbols, numbers or operations can be used to represent a number, expressions and equations.	7AF 4.2
<b>DISCOUNT</b> (n) <i>Descuento</i>	The difference between the original (regular) price and the sale price of the same item.	The store offered a \$5.00 <i>discount</i> on all CDs as part of the back-to-school sale.	Financial terms demonstrate real life applications of mathematics.	6NS 1.4 7NS1.7
<b>DISPLAY</b> (n) <i>Presentación gráfica</i>	Organization and arrangement of data to see trends, prove a point, or make predictions.	Types of data <i>display</i> can include frequency tables, line plots, scatter plots, box and whisker plot, bar graphs, and circle graphs.	Data is organized and analyzed in a variety of ways.	7SDAP 1.1
<b>DISTANCE</b> (n) <i>Distancia</i>	A linear dimension that is always non-negative; the space between two points or objects.	If the coordinates for point r are (a, b) and the coordinates for point s are (f, g) then the <i>distance</i> between the two points is determined using this formula: $d = \sqrt{[(f-a)^2 + (g-b)^2]}$	Physical objects can be described by defined numerical values.	7NS 2.5 7AF 4.2



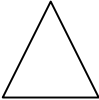

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
<b>DISTRIBUTE</b> (v) <i>Distribuye</i>	The opposite of factoring; a number is multiplied to all the terms of a sum or it is multiplied to both the terms in a subtraction problem; can be thought of as giving the factor to each term in the expression; how data is spread out or scattered on a plot.	$3(a + 5) =$ $(3 \times a) + (3 \times 5)$  $3a + 15$  The student had to <i>distribute</i> the three to both the $a$ and the 5.  The situation required the participants to <i>distribute</i> and graph the data on the plot to form a line.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7SDAP 1.2
<b>DISTRIBUTIVE PROPERTY</b> (n) <i>Propiedad distributiva</i>	The sum of two addends multiplied by a number is the same as the sum of the product of each addend and the number; a product can be expressed as the sum of two products; expressions can be simplified using the distributive property, which combines multiplication with addition or subtraction.	$a(b + c) = ab + ac$  $8 \times 13$ $= 8(3 + 10)$ $= (8 \times 3) + (8 \times 10)$ $= 24 + 80$ $= 104$	Variables, numbers, or operations can be used to represent mathematical problems.	6AF 1.3 7AF 1.3
<b>DIVIDE</b> (v) <i>Divide</i>	To separate into equal parts; sometimes referred to as shared equally; a number cannot be divided by zero.	Twenty <i>divided</i> by two is ten.  $20 \div 2 = 10$	Variables, numbers, or operations can be used to represent mathematical problems.	7NS 1.2 7NS 2.1 7NS 2.3 7AF 2.2 AI 10.0
<b>DIVISION</b> (n) <i>División</i>	The mathematical operation that represents repeated subtraction; the act of distributing a number into equal parts; a number cannot be divided by zero.	<i>Division</i> is one of the mathematical operations.  $12 \div 2 = 6$  2 rows of 6	Variables, numbers, or operations can be used to represent mathematical problems.	4NS 1.5 5NS 2.2

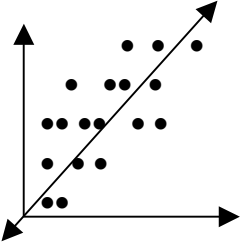
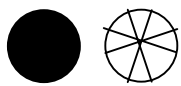
Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
<b>DIVISOR</b> (n) <i>Divisor</i>	The number that does the dividing; the number by which the dividend is divided; tells the size of the equal groups.	$21 \div 3 = 7$ 3 is the <i>divisor</i> . 7 groups of 3.	Variables, symbols, numbers or operations can be used to represent numbers, expressions and equations.	5NS 2.2 6NS 2.4
<b>DOMAIN</b> (n) <i>Dominio</i>	The first number, or x, in an ordered pair; used to interpret the meaning of data from a graph; also known as the independent variable.	(6, 8)  The <i>domain</i> in this ordered pair is 6.	Point locations can be represented in a two dimensional plane.	5SDAP 1.4 5SDAP 1.5 (See Coordinate Graph Terms**)
<b>EMPIRICALLY VERIFY</b> (v) <i>Verifica Empericamente</i>	To test with experimentation; doing the math with actual numbers can provide more information to justify the conjecture.	The students measured to <i>empirically verify</i> that the square of the hypotenuse of a right triangle was equal to the sum of the squares of the two legs.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7MG 3.3
<b>EQUAL</b> (v) <i>Iguala</i>	Everything on one side of the equal sign has the same amount or value as what is on the other side; translates as: is, are, was, and, were; can also mean the same size, value or quantity.	"="	Symbols can be used to compare expressions and/or numerical values.	7AF 3.4
<b>EQUATION</b> (n) <i>Ecuación</i>	A mathematical sentence showing the equality of two expressions; the expression on the left side of the equal sign has the same value as the expression on the right side.	$4x + 6 = 14$	Variables, symbols, numbers or operations can be used to represent a number, expressions and equations. Symbols can be used to compare expressions and/or numerical values	6NS 1.3 5AF 1.5 7AF 1.1 7AF 1.4 AI 3.0 AI 7.0

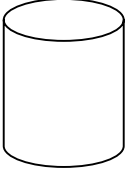
Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
<b>EQUIVALENT</b> (n) <i>Equivalentente</i>	The same value or amount that can be expressed with different numbers or forms; often used with fractions.	$\frac{1}{2} = \frac{2}{4}$ One half is <i>equivalent</i> to two fourths.	Variables, symbols, numbers or operations can be used to represent a number, expressions and equations.	4NS 1.5
<b>ESTIMATE</b> (v) <i>Dar un cálculo aproximado</i>	Approximate, rough calculation; to find a solution that is close to the exact solution by using numbers that are approximate to the actual numbers; can be done by rounding numbers first before performing the operation.	<i>Estimate</i> how many jellybeans you think are in the jar.  What is a common estimate of $\pi$ .  Answer: 3.14 or $\frac{22}{7}$	Variables, symbols, numbers or operations can be used to represent numbers, expressions and equations.	5NS 1.1 7MG 2.2 7MR 2.3
<b>ESTIMATION</b> (n) <i>Estimación</i>	The answer that is close to the exact solution; used to make problems easier to solve.	What is your <i>estimation</i> of the number of students who will be taking Driver Education this semester?	Variables, symbols, numbers or operations can be used to represent numbers, expressions and equation.	7NS 1.3 7MR 2.1
<b>EVALUATE</b> (v) <i>Evalua</i>	To compute or to perform the operations in order to find a single number or value of the expression.	To <i>evaluate</i> an algebraic expression, the variables are substituted with a number, and then the order of operations is followed.  <i>Evaluate:</i> $2x + 4$ for $x = 6$ $2(6) + 4 = 16$	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	6AF 1.2 6AF 1.3 7AF 1.2 7AF 2.1 6SDAP 2.5
<b>EVENT</b> (n) <i>Evento</i>	A collection of possible outcomes of an experiment, independent or dependent event; often used in probability problems; an event refers to all the possible outcomes or results.	The number of possible outcomes, or <i>events</i> , of rolling a number cube is 6.	The likelihood and unlikelihood of events are described and reasoned through the use of probability terms.	6SDAP 3.0 6SDAP 3.3

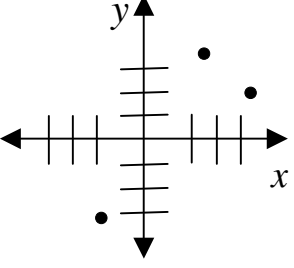
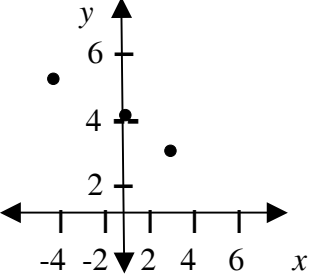
Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards																						
<b>EXPANDED NOTATION</b> (n)  <i>Notación expandida</i>	A way to write a number where each digit is represented by its place value equivalence.	$749.12 = 700 + 40 + 9 + 0.1 + 0.02 = 7 \times 10^2 + 4 \times 10^1 + 9 \times 10^0 + 1 \times 10^{-1} + 2 \times 10^{-2}$	Rational numbers can be represented in different forms with different operations.	3NS 1.5																						
<b>EXPERIMENTAL PROBABILITY</b> (n)  <i>Probabilidad experimental</i>	A probability problem in which trials are actually performed; in making predictions based on probability, theoretical is based purely on theory, whereas experimental is tested and then an assertion of probability is made.	Flipping a coin 10 times to see how many outcomes are heads is an example of <i>experimental probability</i> .  # of favorable outcomes (heads) # of possible outcomes (heads + tails) H = Heads      T = Tails  <table border="1" data-bbox="586 793 1062 890"> <tr> <td>Trial:</td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>Outcome:</td> <td>H</td><td>T</td><td>T</td><td>H</td><td>T</td><td>H</td><td>H</td><td>T</td><td>T</td><td>T</td> </tr> </table> $= \frac{4}{10}$	Trial:	1	2	3	4	5	6	7	8	9	10	Outcome:	H	T	T	H	T	H	H	T	T	T	The likelihood and unlikelihood of events are described and reasoned through the use of probability terms.	6SADP 3.0
Trial:	1	2	3	4	5	6	7	8	9	10																
Outcome:	H	T	T	H	T	H	H	T	T	T																
<b>EXPONENT</b> (n)  <i>Exponente, poder, potencia</i>	A number that represents how many times the base is used as a factor; a shortcut that represents repeated multiplication; a number with an exponent is said to be "raised to the power" of that exponent, $2^4 = 2$ to the fourth power.	$5^3 = 5 \times 5 \times 5$  3 is the <i>exponent</i> denoting that 5 is to be used as a factor three times.	Variables, symbols, numbers or operations can be used to represent a number, expressions and equations.	5NS 1.4 7NS 2.1 7AF 2.1																						
<b>EXPONENT RULES/ RULES OF EXPONENTS</b> (n)  <i>Reglas de exponentes</i>	Explain what positive, negative, fractional, and zero exponents mean and how to combine and distribute exponents; exponent rules include: add the exponents of numbers with the same base when multiplying; and subtract the exponents of numbers with the same base when dividing, etc.	$4^4 \times 4^7 = 4^{4+7} = 4^{11}$  $\frac{5^7}{5^2} = 5^{7-2} = 5^5$	Variables, symbols, numbers or operations can be used to represent a number, expressions, and equations.	7NS 2.3 AI 2.0																						

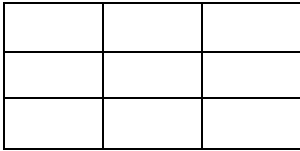
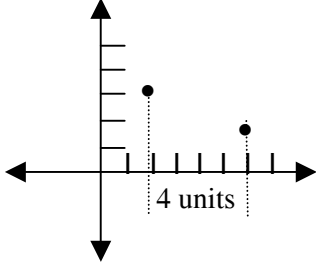
Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
<b>EXPRESS</b> (v) <i>Expresa</i>	To write or to represent with signs, verbal expressions, or symbols.	<i>Express</i> $\frac{1}{2}$ as a decimal number.  Answer: 0.5	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	5NS 2.3 6SDAP 3.1 7MG 1.3
<b>EXPRESSION</b> (n) <i>Expresión</i>	Mathematical phrases made up of terms that can contain numbers, letters, symbols, and operations, but do not contain a comparison sign (=, <, >, ≥, ≤, ≠).	$3\sqrt{8}$ $7 + 5$ 9 $4x + 6$ $8m^2 - 11$	Variables, numbers, and operations can be used to represent mathematical problems.	7NS 2.1 6AF 1.3 7AF 1.1 7AF 2.1 7AF 1.4 AI 4.0
<b>EXTRACTING THE (SQUARE) ROOT</b> (v) <i>Extrayendo la raíz cuadrada</i>	To remove a number, or root, from a number that is a perfect square; used when a number is a perfect square; when a number is not a perfect square, a square root is determined by approximating between the two square roots that it lies between.	By <i>extracting the square root</i> from 25, your answer will be 5.  The square root of 169 is 13. The square root of 100 is 10. An approximate square root of 3 is 1.7.  $\sqrt{3} \approx 1.7$	Variables, symbols, numbers or operations can be used to represent numbers, expressions and equations.	7NS 2.4
<b>FACE</b> (n) <i>Cara</i>	Faces are the regions of a three-dimensional figure (or polyhedron) that form a flat surface; adjacent faces share a common edge.	A number cube (die) has 6 sides or <i>faces</i> .   A pyramid has 5 <i>faces</i> .	Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, and relationships of faces.	7MG 2.3
<b>FACTOR</b> (n) <i>Factor</i>	The numbers that are multiplied together to get a product; a number that divides another number exactly (no remainders); every number has at least itself	These numbers are all <i>factors</i> of 12:  1, 2, 3, 4, 6, 12  $1 \times 12 = 12$ $2 \times 6 = 12$	Variables, symbols, numbers or operations can be used to represent a number, expressions, and equations.	7NS 1.1 7NS 1.2 7NS 2.4 7AF 2.1 7AF 2.2 7MG 2.3

		and the number one as its factors; to factor is to express the term or number as a product of its factors.	$3 \times 4 = 12$ <b>2</b> is a <i>factor</i> of $4x + 6$ $2(2x + 3)$		
<b>FACTOR</b>  <i>Factor</i>	(v)	The process of breaking down numbers or expressions into factors; often used when adding or subtracting fractions with unlike denominators, to determine common denominators, or to simplify fractions.	$\frac{5}{15} = \frac{1 \times 5}{3 \times 5} = \frac{1}{3}$ <p>To factor 5 and 15, one must represent the numbers as <math>1 \times 5</math> and <math>3 \times 5</math>.</p>	Variables, symbols, numbers or operations can be used to represent a number, expressions, and equations.	7NS 2.2
<b>FIGURE</b>  <i>Figura</i>	(n)	A diagram or picture; in geometry it is a shape, such as a triangle, circle or a square.	 Square  Circle  Triangle	Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, and relationships of faces.	7MG 2.1 7MG 2.2 7MG 3.2 7MG 3.4
<b>FIND</b>  <i>Determina el valor</i>	(v)	Solve for the answer.	<p><i>Find</i> the perimeter of the rectangle.</p>  <p>3 in.      10 in.</p> $3 \text{ in.} + 3 \text{ in.} + 10 \text{ in.} + 10 \text{ in.} = 26 \text{ in.}$	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	6NS 1.13 7NS 2.2 7MG 2.1
<b>FIND THE RECIPROCAL</b>  <i>Determina el reciproco</i>	(v)	Determine the number that needs to be multiplied by another number, so that the product is 1; the process of finding the multiplicative inverse.	<p>To find the reciprocal of <math>\frac{2}{5}</math> you need to find the number you can multiply <math>\frac{2}{5}</math> by to get 1.</p> <p>In this case the reciprocal of <math>\frac{2}{5}</math> is <math>\frac{5}{2}</math>.</p>	Variables, symbols, numbers or operations can be used to represent numbers, expressions and equations.	AI 2.0

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards
<b>FIT A LINE</b> (v)  <i>Ajusta una linea</i>	To fit a line means to create a general trend to a set of data; a line is drawn as close as possible to all the data points.		Data is organized and analyzed in a variety of ways.	7AF 3.4
<b>FORM</b> (n)  <i>Forma</i>	The way that something appears; something that can have several types or shapes.	Circle graphs are a very common <i>form</i> of data display.	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7AF 3.1 7SDAP 1.1
<b>FORMULA</b> (n)  <i>Formula</i>	A mathematical rule that is written with numbers, letters, and symbols; always shows the same relationship between the numbers and/or letters; used to get a desired result.	There are <i>formulas</i> to find the area of a rectangle, the volume of a three dimensional figure, or the circumference of a circle.  Rectangle      Circle $A = l \times w$ $C = 2\pi r$	Variables, numbers, or operations can be used to represent mathematical problems.	7MG 2.1
<b>FORMULATE</b> (v)  <i>Formúla</i>	To develop or decide.	<i>Formulate</i> a rule for the pattern 1, 4, 7, 10, . . .	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7MR 1.2
<b>FRACTION</b> (n)  <i>Fracción</i>	A rational number that can represent either part of a whole, part of a set, a ratio between two quantities, a quotient of two integers, or a point on a number line.	$1\frac{7}{8} = 1.875$  	Rational numbers can be represented in different forms with different operations.	4NS 1.5 5NS 1.5 5NS 2.3 6NS 2.4 7NS 1.2 7NS 1.3 7NS 2.2

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards																
<b>FUNCTION</b> (n)  <i>Función</i>	A relation in which every value of the domain, or x, has one and only one range or y value; for each input there is only one output; interpret the meaning of data from a graph.	$y = 3x$ In this <i>function</i> , the input is tripled to get the output. <table style="margin-left: auto; margin-right: auto;"> <tr><td style="border-right: 1px solid black; padding: 2px 10px;">x</td><td style="padding: 2px 10px;">y</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 10px;">0</td><td style="padding: 2px 10px;">0</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 10px;">1</td><td style="padding: 2px 10px;">3</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 10px;">2</td><td style="padding: 2px 10px;">6</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 10px;">3</td><td style="padding: 2px 10px;">9</td></tr> </table> A nonexample: $x = y^2$ <table style="margin-left: auto; margin-right: auto;"> <tr><td style="border-right: 1px solid black; padding: 2px 10px;">x</td><td style="padding: 2px 10px;">y</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 10px;">4</td><td style="padding: 2px 10px;">2 or -2</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 10px;">1</td><td style="padding: 2px 10px;">1 or -1</td></tr> </table> The input x has more than 1 output y.	x	y	0	0	1	3	2	6	3	9	x	y	4	2 or -2	1	1 or -1	Point locations can be represented in a two dimensional plane.	7AF 3.1
x	y																			
0	0																			
1	3																			
2	6																			
3	9																			
x	y																			
4	2 or -2																			
1	1 or -1																			
<b>GENERALIZATION</b> (n)  <i>Generalización</i>	A statement used to represent a sequence or series; a formula for all its terms.	A species of bacteria reproduces by dividing every 20 minutes. Beginning with a single bacterium, how many bacteria will there be after 4 hours?	Use of accurate mathematical vocabulary and academic language is essential for developing students' mathematical proficiency.	7MR 3.3																
<b>GEOMETRIC MEASURE</b> (n)  <i>Medida geométrica</i>	The standard and non-standard methods to compare geometric shapes and figures.	Length Capacity Weight	Objects can be described by defined numerical values.	7MG 1.1																
<b>GEOMETRIC SHAPE/FIGURE</b> (n)  <i>Figura geométrica</i>	Objects of geometry such as a line, circle, triangle, cube, cylinder, etc.	 Cylinder	Geometric figures are classified by their attributes: number of sides, number of faces, types of faces, relationships and of faces.	7MG 2.1 7MG 2.2 7MG 3.4																

Vocabulary Term/Concept	Verbal Representation	Mathematical/Visual/ Verbal Examples or Showing Sentence	Underlying Concept	Standards								
<b>GIVEN SITUATION</b> <i>(n)</i> <i>Situación dada</i>	The stated circumstances; the rules by which to operate.	When Tammy is 10 years old, her brother, Colton is 3 years younger. How old is Colton?  “Tammy is 10 years old” is part of the <i>given situation</i> .	Use of accurate mathematical vocabulary and academic language is essential for developing students’ mathematical proficiency.	6AF 1.2								
<b>GRAPH</b> <i>(n)</i> <i>Gráfica</i>	A visual tool to organize data; the graph shows the relationship between two or more variables; the relationship is shown on a two axes display.		Point locations can be represented in a two dimensional plane.	7AF 1.5 5SDAP 1.4								
<b>GRAPH</b> <i>(v)</i> <i>Grafica</i>	The act of creating, or plotting data onto a graph.	<i>Graph</i> the relation shown in the table. <table border="1" data-bbox="776 961 1013 1178"> <thead> <tr> <th>x</th> <th>y</th> </tr> </thead> <tbody> <tr> <td>-4</td> <td>-3</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>5</td> <td>-4</td> </tr> </tbody> </table>	x	y	-4	-3	2	0	5	-4	Point locations can be represented in a two dimensional plane.	5AF 1.5 7AF 3.1 7AF 3.3 AI 6.0
x	y											
-4	-3											
2	0											
5	-4											
<b>GRAPHICALLY</b> <i>(adv)</i> <i>Gráficamente</i>	Having to do with a graph.	Show ordered pairs <i>graphically</i> .  	Point locations can be represented in a two dimensional plane.	7AF 1.5 AI 9.0 7MR 2.3								
<b>GREATER THAN</b> <i>(expression)</i> <i>Mayor que</i>	A comparison between two number in which the value of the first number is larger than that of the second number.	10 is greater than $n$ ; $10 > n$	Symbols can be used to compare expressions and/or numerical values.	7AF 1.1								

	A number added to another number or expression.	10 <i>greater than n</i> ; $n + 10$	Variables, symbols, numbers or operations can be used to represent numbers, expressions and equations.	
<b>GREATEST COMMON DIVISOR</b>  <i>Máximo común divisor</i>	(n) The greatest common divisor (GCD) is the largest number that can divide evenly into two number; also called the greatest common factor (GCF).	12: 1, 2, 3, 4, <b>6</b> , 12 30: 1, 2, 3, 5, <b>6</b> , 10, 15, 30  The GCM, or GCF is 6	Variables, symbols, numbers or operations can be used to represent a number, expressions and equations.	6NS 2.4
<b>GRID</b>  <i>Cuadrícula</i>	(n) A pattern of horizontal and vertical lines to systematically organize data.		Rational numbers can be represented in different forms with different operations.	5AF 1.5 6SDAP 3.1
<b>HORIZONTAL CHANGE</b>  <i>Cambio horizontal</i>	(n) A change of x-value in a linear graph function or between two points; the graph of a linear function shows a constant ratio of vertical change to horizontal change, called the slope.	What is the <i>horizontal change</i> between the points (2, 5) and (6, 2)?    Answer: $6 - 2 = 4$ : 4 units	Point locations can be represented in a two dimensional plane.	7AF 3.3
<b>HUNDRED</b>  <i>Cien</i>	(n) A value which is equal to ten tens; an understanding of base 10 relationships is important.	100, 100 ones, $10 \times 10$ , $10^2$ , ten tens	Numerical values can be represented by the position of a digit in a number.	4NS 1.3
<b>HUNDRED THOUSAND</b>  <i>Cien mil</i>	(n) A value which is equal to ten thousand tens or a thousand hundreds; an understanding of base 10 relationships is important.	100,000; 100 thousands; $10,000 \times 10$ ; $100 \times 1000$	Numerical values can be represented by the position of a digit in a number.	4NS 1.3
<b>IDENTIFY</b>  <i>Identifica</i>	(v) A mathematical command to recognize and label specific information.	<i>Identify</i> three factors for 24.  Answer: 2, 6, 8	Use of accurate mathematical vocabulary and academic language is essential for developing	3NS 1.3 5NS 1.5 5SDAP 1.4 5SDAP 2.5 7MR 1.1

			students' mathematical proficiency.	
<b>IDENTITY PROPERTY</b> (n) <i>Propiedad de identidad</i>	The number that can be added (additive identity) or multiplied (multiplicative identity) to an expression and does not change the value of the expression; the additive identity (identity element) is zero; the multiplicative identity is one.	$37 + 0 = 37$ The additive identity is 0.  $17 \times 1 = 17$ The multiplicative identity is 1.	Variables, numbers, or operations can be used to represent mathematical problems.	7AF 1.3