

# SAVVAS

Program Overview

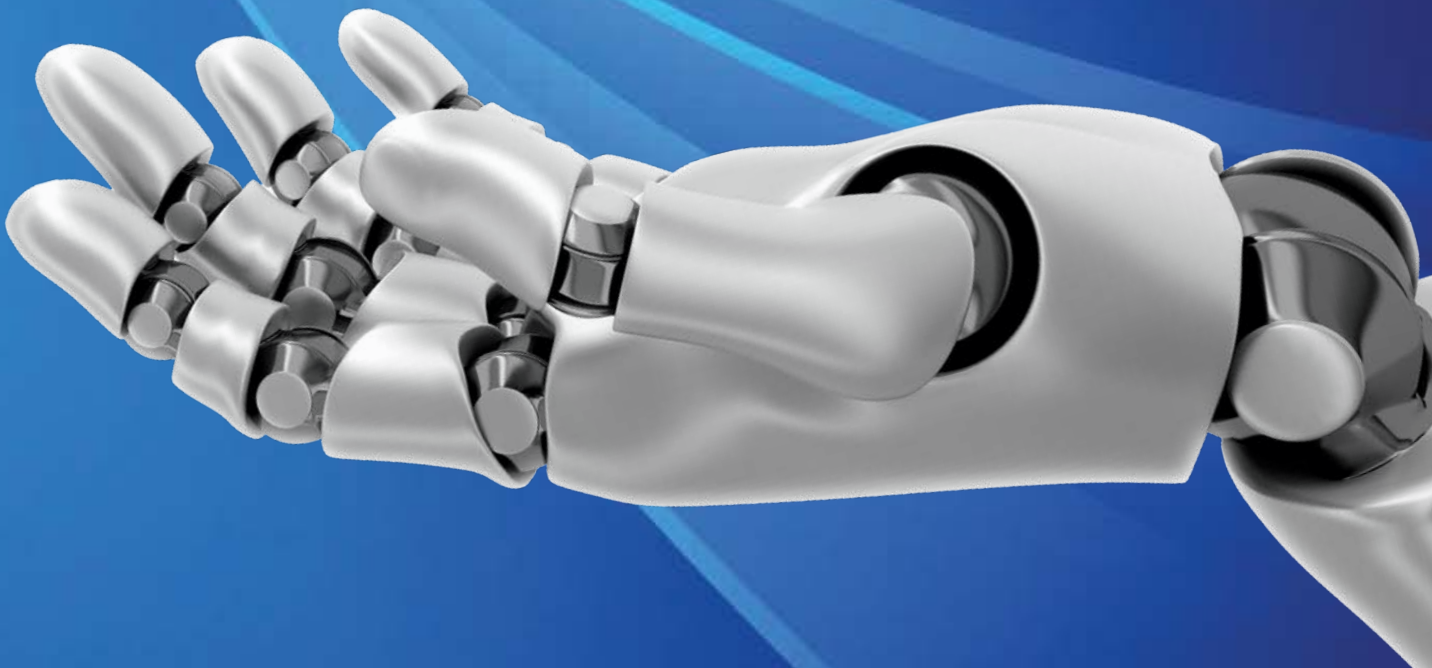
Algebra 1, Geometry,  
& Algebra 2



# enVision<sup>®</sup> A|G|A

West Virginia

Kids See the Math. Teachers See Results.



# Made for West Virginia!

*enVision® A/G/A West Virginia* is designed to grow with you and can be taught completely digitally, in print, or anywhere in between.



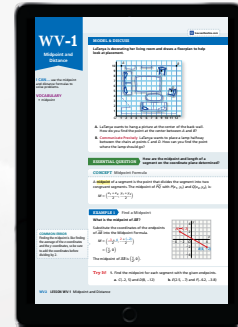
## West Virginia Digital Courseware on Savvas Realize®

All *enVision A/G/A West Virginia* resources are available on **SavvasRealize.com**. Easy-to-navigate content aligns to the West Virginia College- and Career-Readiness Standards for Mathematics and is fully customizable. Now integrates with Schoology®, Canvas® and Google™ Learning Management Systems.



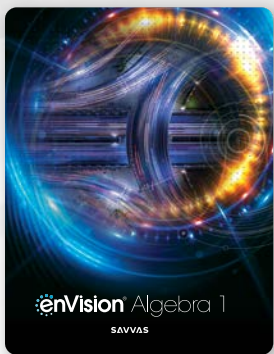
## West Virginia Teacher Resources

*(Online)*  
Explore Lesson and Topic structure, differentiation, components, and West Virginia Table of Contents and Correlations online.



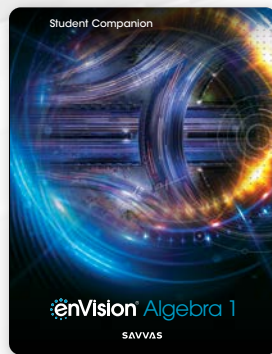
## West Virginia Student Lessons

*(Online)*  
The West Virginia Student Lessons ensure precise coverage of the WVCCR Standards for Mathematics. The lessons can be found in the digital West Virginia Table of Contents.



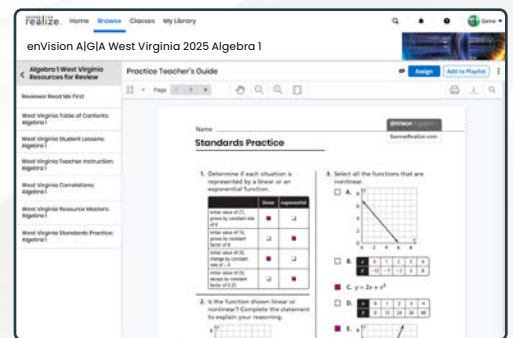
## Student Edition

Available in print and digitally at point of use through the Interactive Student Edition: Realize Reader™.



## Student Companion

Consumable student worktext increases in-class engagement as students explain their thinking and solve problems.



## West Virginia Standards Practice

The Savvas Realize® Digital Courseware provides high school mathematics skills practice aligned to both West Virginia and SAT® standards, to get students ready for state and national assessments.

**The Savvas Realize® Learning Management System** offers a full suite of personalized teaching and learning tools to help students master content skills and standards. The WV Realize courseware includes WV Standards, WV correlations, WV Table of Contents, as well as WV specific lessons.

**Robust Math Tools Powered by Desmos™**

include a graphing calculator, scientific calculator, and geometry tools.

**Author Professional Development Videos**

provide practical tips on implementing the program in a high school math classroom.

**Classroom Videos**

show a classroom in action. Interviews with the teacher cover planning and reflection.

**Skills Review & Practice**

Skills-based scaffolded instruction can be used as intervention, practice, and/or review of critical prerequisite concepts and skills. Over 300 new assets!



**Successmaker® Foundations of High School Math**

Personalized adaptive intervention for high school students who haven't yet mastered all the prerequisite skills necessary for success in early high school math.

**Mathematical Modeling in 3 Acts**

videos accompany Mathematical Modeling in 3 Acts lessons.

**enVision® STEM Projects** include videos and blackline masters.

**Interactive Digital Lessons**

are easily projected to bring concepts to life, available online and offline.

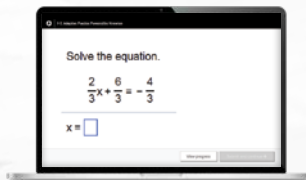
**Additional Examples** help students in need of more instruction.

**Enrichment Examples** extend the learning and enhance student understanding in Algebra 2.

**Family Engagement** Easily-accessible resources provide families with Topic and lesson support, including video tutorials and key vocabulary review.

**Ready-Made Presentation Slides** for every lesson make presenting in class quick and easy.

**Ready-to-Go, Easily Customizable and Auto-Scored MathXL® for School Assignments** support daily practice, mixed review, remediation, additional practice, and enrichment.



**Savvy™ Adaptive Practice**

- Personalized practice in real-time, focusing on key concepts in lessons.
- A brand new, transparent engine, informing students when and why they are receiving specific practice items or instructional support resources.
- Students dial back into prerequisite concepts or accelerate forward as they practice.
- Automatically adjusts to student performance and intervenes with instructional support as needed.

**Virtual Nerd® Tutorial Videos** act as a 24/7 personal tutor with closed captioning in English and Spanish.

**Editable Teacher Resource Masters** for vocabulary support, remediation, additional practice, enrichment, assessments, and more!

**Ready-Made, Auto-Scored Assessments** provide auto-assigned remediation.

**Technology-Enhanced Items** throughout the program prepare students for standardized testing.

**Wealth of Reporting Options** include Scores and Progress.

**Answers and Solutions** web application provides answers and solutions to lesson exercises.



**ExamView®** test generator includes test banks with thousands of additional questions.

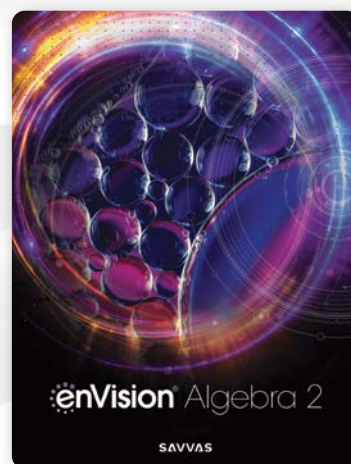
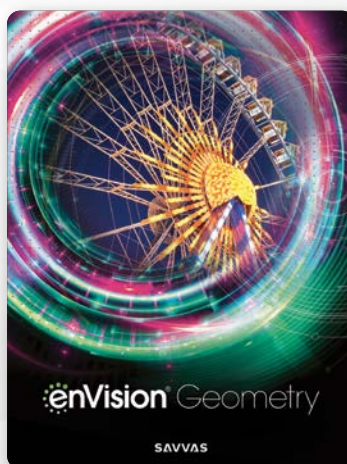
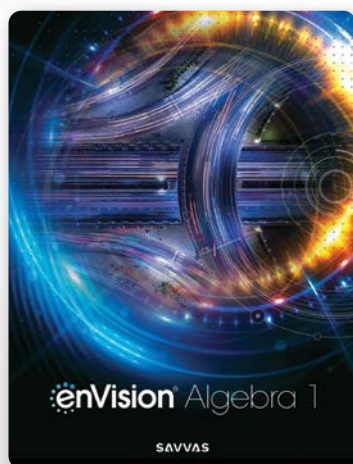
# enVision® A|G|A West Virginia



Developed just for you, the new *enVision® A|G|A West Virginia* © 2025 helps you teach with confidence and engage your students.

## Kids See the Math. Teachers See Results.

Made for Blended, Print, or Digital Delivery



1

### **Student Centered**

ALL students are invited to engage in meaningful mathematics.

2

### **Intentionally Designed**

The pedagogical approach and flexible resources necessary to support in-person and digital learning.

3

### **Informed Instruction**

Identify, adapt, and share with built-in program teacher support.

# Encourage Real Connections

Foster an environment to promote learning with content that engages West Virginia students.

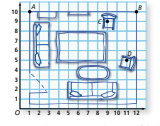
## enVision® STEM Projects

enVision STEM projects encourage all students to apply mathematics to real-world contexts and make cross-discipline connections. The projects fuel discussions, group work, and inclusive STEM practices for all learners.

- Value diverse ideas and solutions
- Address real-life settings
- Promote STEM for all

**WV-1**  
Midpoint and Distance

**MODEL & DISCUSS**  
LaTanya is decorating her living room and draws a floorplan to help look at placement.



**I CAN...** use the midpoint and distance formulas to solve problems.

**VOCABULARY**  
• midpoint

**ESSENTIAL QUESTION** How are the midpoint and length of a segment on the coordinate plane determined?

**CONCEPT** Midpoint Formula  
A midpoint of a segment is the point that divides the segment into two congruent segments. The midpoint of  $\overline{PQ}$  with  $P(x_1, y_1)$  and  $Q(x_2, y_2)$  is:  
 $M = \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$

**EXAMPLE 1** Find a Midpoint  
What is the midpoint of  $\overline{AB}$ ?  
Substitute the coordinates of the endpoints of  $\overline{AB}$  into the Midpoint Formula.  
 $M = \left( \frac{-2 + 4}{2}, \frac{2 + -2}{2} \right)$   
 $= \left( \frac{2}{2}, \frac{0}{2} \right)$   
The midpoint of  $\overline{AB}$  is  $\left( \frac{1}{2}, 0 \right)$ .

**COMMON ERROR**  
Finding the midpoint is like finding the average of the x-coordinates and the y-coordinates, so be sure to add the coordinates before dividing by 2.

**Try It!** 1. Find the midpoint for each segment with the given endpoints.  
a.  $C(-2, 5)$  and  $D(6, -12)$     b.  $F(2.5, -7)$  and  $G(-6.2, -3.8)$

WV-1 LESSON WV-1 Midpoint and Distance

## West Virginia Student Lessons


The West Virginia Student Lessons ensure precise coverage of the WVCCR Standards for Mathematics. The lessons can be found in the digital West Virginia Table of Contents.

**EXAMPLE 4** Write a Polynomial Function

Hachi makes Seminole Indian dolls to sell at the local street market.

As Hachi produces a greater number of dolls, she can lower the price per unit. The function  $v(x) = 49 - 2x$  relates the price  $v$  to the number produced  $x$ . The cost  $c$  of making  $x$  dolls can be represented with the function  $c(x) = 12x + 64$ .

How many Seminole Indian dolls should Hachi sell each week to maximize her profit  $P$ ?



## Varied Contexts

Opportunities to reflect students' lives and experiences are embedded throughout problem-based learning, examples, and exercises.



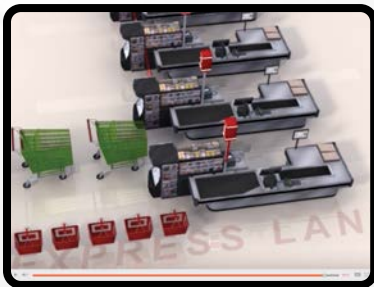
# See What They Can Do

Mathematical thinking and reasoning is an integral part of developing conceptual understanding. Mathematical Modeling in 3 Acts builds students' confidence to think mathematically and solve problems on their own.

## Mathematical Modeling in 3 Acts

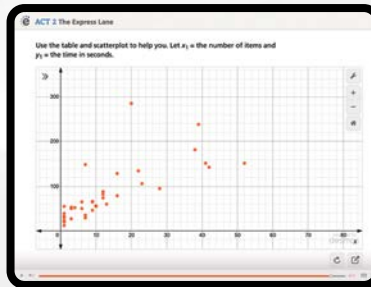
Students are encouraged to be problem posers and problem solvers. Engaging videos are available on SavvasRealize.com.

### ACT 1: THE HOOK



A video or photo hooks students with the task and provokes questions.

### ACT 2: THE MODEL



Students develop mathematical models to arrive at a solution that makes sense to them.

### ACT 3: THE RESOLUTION



Visuals help students explain differences between their own conjectures and a possible solution.

MATHEMATICAL MODELING IN 3 ACTS

**The Express Lane**

Some supermarkets have self-checkout lanes. Customers scan their items themselves and then pay with either cash or credit when they have finished scanning all of the items. Some customers think these lanes are faster than the checkout lanes with cashiers, but others don't like having to bag all of their purchases themselves.

What's your strategy for picking a checkout lane at the grocery store? Think about this during the Mathematical Modeling in 3 Acts lesson.

MATHEMATICAL MODELING IN 3 ACTS

**The Express Lane**

Some supermarkets have self-checkout lanes. Customers scan their items themselves and then pay with either cash or credit when they have finished scanning all of the items. Some customers think these lanes are faster than the checkout lanes with cashiers, but others don't like having to bag all of their purchases themselves.

What's your strategy for picking a checkout lane at the grocery store? Think about this during the Mathematical Modeling in 3 Acts lesson.

**ACT 1 Identify the Problem**

1. What is the first question that comes to mind after watching the video?
2. Write down the main question you will answer about what you saw in the video.
3. Make an initial conjecture that answers this main question.
4. Explain how you arrived at your conjecture.
5. What information will be useful to know to answer the main question? How can you get it? How will you use that information?

## Focus on Mathematical Modeling

- **Mathematical Modeling in 3 Acts Preview** poses mathematical questions and generates interest.
- **Mathematical Modeling in 3 Acts Student Pages** organize students' thinking to actively develop a model.

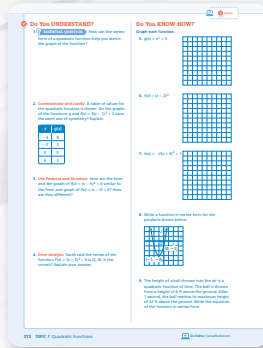
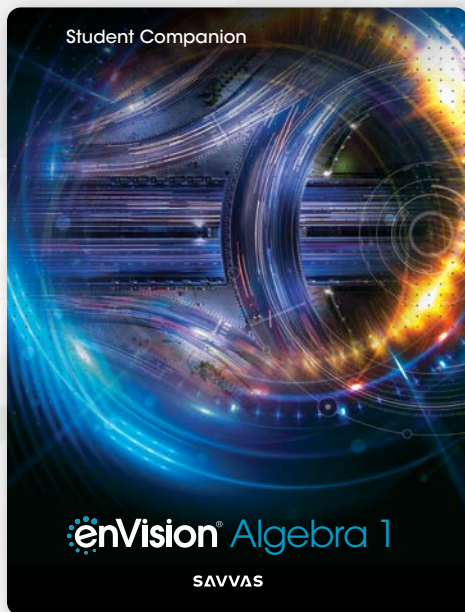


Launch Mathematical Modeling in 3 Acts videos from the student page with embedded QR codes.

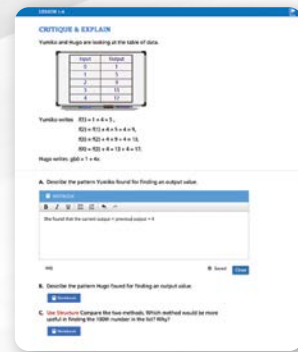
# Prepare Students for Success

Flexible student learning materials ensure that no matter the delivery, *enVision® A/G/A West Virginia* will meet each student's needs. Students will build success and college preparedness with engaging and meaningful math.

## Student Companion



A write-in Student Companion actively engages students during class and at home.



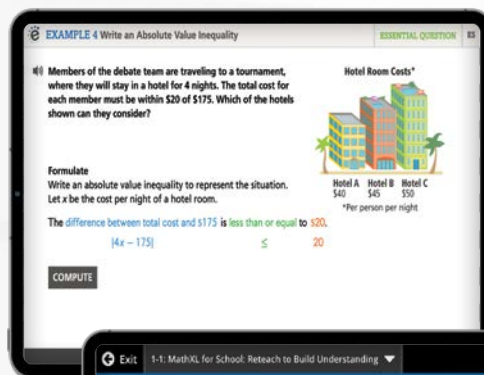
The Realize Reader™ Interactive Student Edition includes dynamic instructional content available for offline or online use.

## Individualized Learning Pathways

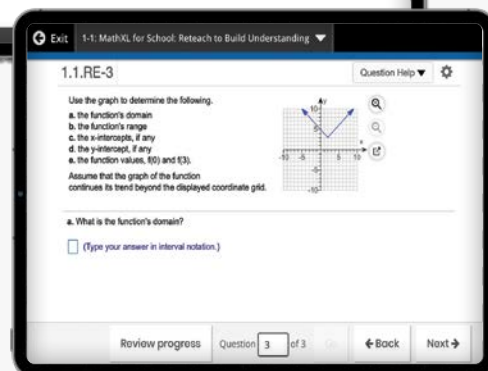
Based on results from the Topic Readiness Assessment, individual study plans are automatically created to fill in gaps on prerequisite knowledge and help students focus on specific areas to experience success.

## Individual Study Plans

- Available for every Topic
- Automatically prescribed digital intervention instruction and practice help students master prerequisite skills.
- Interactive instruction with explicit examples
- Powerful learning aids in multiple modalities



*Interactive digital intervention instruction*

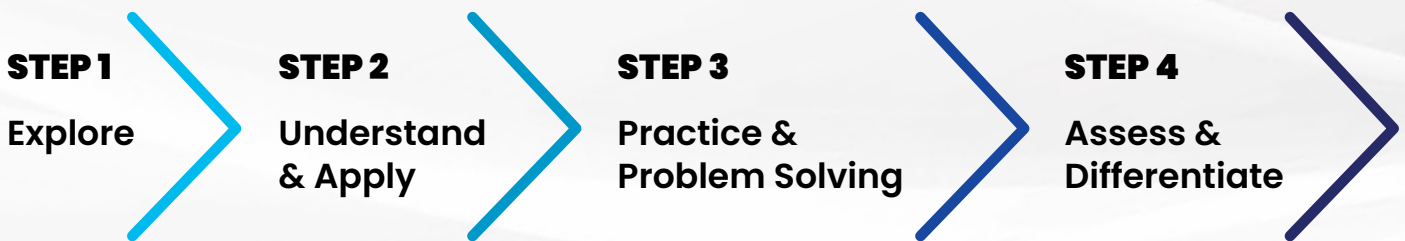


*Interactive digital intervention practice*

# I Can See Clearly Now!

Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways.

## A simple lesson design provides a clear, intentional pathway.



### STEP 1: EXPLORE

Lesson-opening explorations foster the development of conceptual understanding through a problem-solving experience.

#### Explore & Reason

Students explore a mathematical concept and use reasoning to draw conclusions.

#### Model & Discuss

Students develop proficiency with the full modeling cycle by focusing deeply on aspects of the modeling cycle.

#### Critique & Explain

Students are required to construct mathematical arguments. They may also be asked to evaluate examples of mathematical reasoning and correct the reasoning if necessary.

A catering company has been asked to design meal boxes for entrees and side dishes, like the one shown at the right. The sections for the side dishes are half the length and width of the entree sections. The sections for the entrees must be square.

A. Drag the squares at the right to design meal boxes that fulfill these requirements:

side dishes      entrees

a. Equal numbers of sections for entrees and side dishes.

b. More sections for entrees than for side dishes.

c. More sections for side dishes than for entrees.

**6-4**  
Factoring Polynomials

I CAN ... factor a polynomial.

**MODEL & DISCUSS**

A food catering company has been asked to design bento boxes for entrees and side dishes.

The sections for the side dishes are half the length and width of the entree sections.

The sections for the entrees must be square.

A. Design a bento box that meets each of these requirements:

- Equal numbers of sections for entrees and side dishes
- More sections for entrees than for side dishes
- More sections for side dishes than for entrees

B. **Represent and Connect** For each bento box from Part A, write an algebraic expression to model the area of the bento boxes.





## STEP 2: UNDERSTAND & APPLY

enVision® A/G/A helps you teach mathematics through problem solving. Multiple examples support a balanced pedagogy: Conceptual Understanding, Proof, Skill, and Application.



**EXPLORE & REASON**

Draw a copy of  $ABCD$  on the grid in a different location with the same orientation, and label it  $QRST$ .

A. On a sheet of paper, write instructions that describe how to move  $ABCD$  to the location of  $QRST$ .

B. Exchange instructions with a partner. Follow your partner's instructions to draw a third shape  $EFGH$ . Compare your drawings. Do your drawings look the same? Explain.

Enter your answer

Embedded digital interactives powered by Desmos™ help students make graphical, numerical, geometric, and algebraic connections.

The concept summary provides multiple representations to consolidate student understanding.

**CONCEPT SUMMARY** The Absolute Value Function

**WORDS** The graph of the absolute value function has a vertex, which represents the minimum value of the function. The axis of symmetry intersects the graph and divides the graph into two sections that are images of each other by a reflection. The absolute value function changes from decreasing to increasing at the vertex.

**ALGEBRA**  $f(x) = |x|$

**GRAPH**

The vertex is at  $(0, 0)$ .

The domain is  $\{x \mid x \text{ is a real number}\}$ .  
The range is  $\{y \mid y \geq 0\}$ .

**COHERENCE**

Previously in this course, students:

- Create, graph, and transformed polynomial function.
- Identified the key features of the graph of a polynomial function.

In this lesson, students:

- Graph and transform the reciprocal function.
- Identify how the values of  $a$ ,  $h$ , and  $k$  affect the key features of a transformation of the reciprocal function.

Later in this topic, students will:

- Extend their understanding of the reciprocal function and its transformations to create, graph, and transform rational functions.

**Conceptual Understanding** examples are designed to help students focus deeply on mathematical understanding of lesson content.

**Proof** examples require students to build, justify, and analyze formal and informal proofs in *enVision Geometry*.

**Skill** examples help students build fluency with the lesson content.

**Application** examples show students how the lesson's mathematical content can be applied to solve real-world problems.

**LESSON 4-1**  
Inverse Variation and the Reciprocal Function

**Lesson Overview**

**Objective**  
Students will be able to:  
• identify the effect of transformations on the graph of the reciprocal function and relate the effect of  $a$  and  $h$  on the function  $f(x) = \frac{k}{x-h} + a$ .

**Essential Understanding**  
The reciprocal function is used to model inverse variation, which is a proportional relationship between two variables such that when one variable increases, the other decreases.

**Previously in this course, students:**

- create, graph, and transformed polynomial function.
- identified the key features of the graph of a polynomial function.

**In this lesson, students:**

- graph and transform the reciprocal function.
- identify how the values of  $a$ ,  $h$ , and  $k$  affect the key features of a transformation of the reciprocal function.

**Later in this topic, students will:**

- extend their understanding of the reciprocal function and its transformations to create, graph, and transform rational functions.

**Mathematics Overview**  
Students write and graph the reciprocal function and recognize that it represents inverse variation. They also identify the  $a$  and  $h$  parameters and the end behavior of each function. Students determine how the graph changes when the reciprocal function is transformed using the function  $f(x) = \frac{k}{x-h} + a$ . They recognize that the value of  $k$  translates the graph horizontally and the value of  $a$  shifts the graph vertically.

**Vocabulary Builder**  
English | Spanish

**REVIEW VOCABULARY**

- multiplicative inverse | inverse
- reciprocal | reciprocal

**NEW VOCABULARY**

- asymptote | asymptote
- constant of variation | constant in proportional
- inverse variation | inverse variation
- reciprocal function | reciprocal function

**VOCABULARY ACTIVITY**  
Prepare students for the lesson by reviewing the meaning that they understand the terms inverse, multiplicative inverse, and reciprocal. Use the understanding to explain the terms inverse variation and reciprocal function.

The reciprocal of  $\frac{1}{2}$  is  $2$ .  
The multiplicative inverse of  $\frac{1}{3}$  is  $3$ .  
The function  $f(x) = \frac{1}{x}$  is the **reciprocal function**.

**Student Companion**  
Students can do their in-class work for the lesson at any time. Use the Student Companion as a review resource.

**Applying Math Practices**  
Make Sense of Problems and Persevere in Solving Them  
Students work for only a portion of a problem when they see what they know about inverse variation is mostly complete or represented by a problem that can be solved using a strategy that they know.

# Practice with a Purpose

Personalized and adaptive learning encourages students to build their mathematical understanding and demonstrate proficiency.

## STEP 3: PRACTICE & PROBLEM SOLVING

enVision® A/G/A features a uniquely balanced exercise set. Meet the rigor of standards with assessment practice in every lesson.

### Understand

Develops conceptual understanding of lesson content by having students explain their reasoning, construct arguments, and analyze errors.

### Apply

Requires students to apply math to solve real-world problems.

### PRACTICE & PROBLEM SOLVING

#### UNDERSTAND

- Generalize** How does changing the sign of the constant  $a$  from positive to negative affect the domain and range of  $f(x) = a|x|$ ?
- Communicate and Justify** Compare and contrast the graph of  $f(x) = |x|$  and the graph of  $f(x) = x$ . How are they alike? How do they differ?
- Error Analysis** Describe and correct the error a student made in determining the relationship between the domain and range of  $f(x) = 10|x|$  and  $f(x) = |x|$ .

The domain of  $f(x) = 10|x|$  is the same as the domain of  $f(x) = |x|$ .  
The range of  $f(x) = 10|x|$  is 10 times the range of  $f(x) = |x|$ . ❌

- Higher Order Thinking** For which values of  $a$  would the graph of  $f(x) = a|x|$  form a right

#### PRACTICE

Tell whether each point is on the graph of  $f(x) = |x|$ . If it is, give the coordinates of another point with the same  $y$  value. SEE EXAMPLE 1

- (11, 11)
- (-2.3, -2.3)
- (0, 1)
- (15, -15)

Describe the key features of each absolute value function. Identify the vertex, axis of symmetry, and the domain and range. SEE EXAMPLES 1 AND 2

$x$	$g(x)$	$x$	$h(x)$
-2	-6	0	1
-1	-3	1	0
0	0	2	1
1	-3	3	2
2	-6	4	3

Graph each function. What is the domain and range of each function? Describe the intervals over which each function is positive and over which it is negative. SEE EXAMPLE 2

- $g(x) = -\frac{1}{2}|x|$
- $h(x) = 3.5|x|$

### PRACTICE & PROBLEM SOLVING

#### APPLY

- Model With Mathematics** Pilar is making a replacement set of sails for a sailboat.

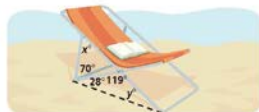


- What equation can Pilar use that relates the values of  $w$  and  $x$ ?
- What equation can Pilar use that relates the values of  $y$  and  $z$ ?

- Reason** An artist painting from a photo begins with a geometric sketch to match angle measures. What is the value of  $z$ ?



- Look for Relationships** Use the drawing of a beach chair.



- What is the value of  $x$ ?
- What is the value of  $z$ ?

### ASSESSMENT PRACTICE

- What are the values of  $x$ ,  $y$ , and  $z$ ?



- SAT/ACT** What is the value of  $x$ ?



- 98
- 102
- 106
- 176

- Performance Task** A tablet case is supported at the back. The measure of the slant angle of the tablet,  $m\angle 1$ , can be changed, but  $m\angle 2 = m\angle 3$  for any slant that is chosen.



**Part A** A user adjusts the case so that  $m\angle 2 = 42$ . What are the measures of the other angles?

**Part B** Is it possible to slant the tablet case so that  $m\angle 1 = m\angle 5$ ? If so, explain how. If not, explain why it is not possible.

**Part C** A user wants to slant the tablet case so that  $m\angle 1 = 2(m\angle 5)$ . What should the measure

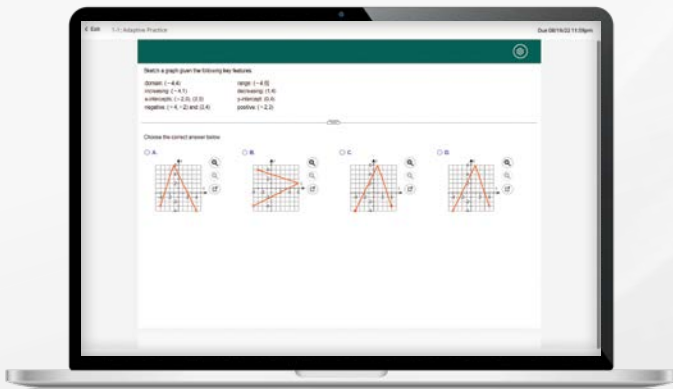
### Practice

Builds procedural fluency with lesson content.

### Assessment Practice

Includes:

- Assessment Practice
- ACT®/SAT® Practice
- Performance Task



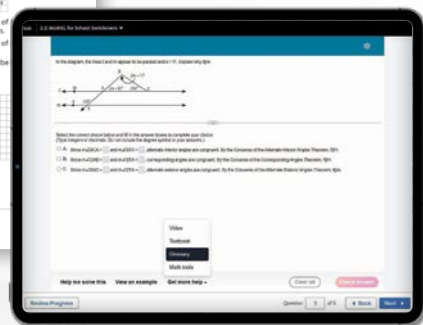
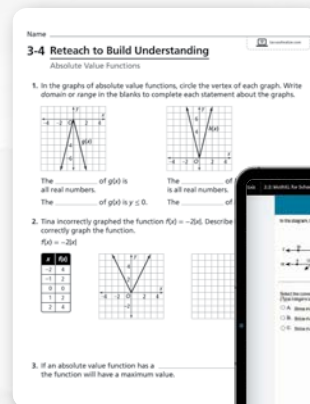
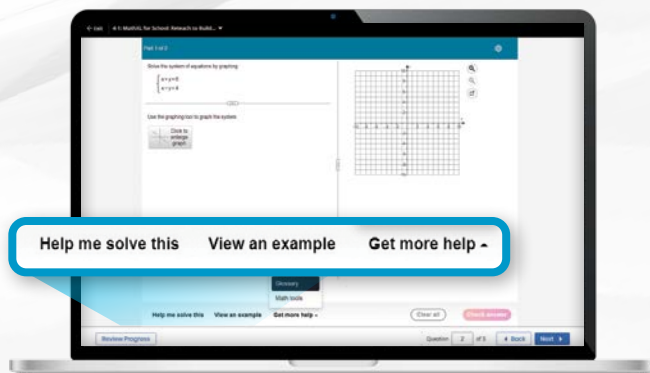
## Robust Practice Powered by MathXL® for School

Embedded MathXL® for School in Savvas Realize® provides a seamless experience for students and teachers with instant feedback, powerful interactive learning aids, and auto-graded assignments on ONE platform.

- Practice & Problem Solving
- Mixed Review
- Differentiated Learning for remediation, additional practice, and enrichment

### Savvy™ Adaptive Practice

- Personalized practice in real time focuses on key concepts for the lesson.
- A brand new, transparent engine informs students when and why they are receiving specific practice items or instructional support resources.
- Students dial back into prerequisite concepts or accelerate forward as they practice.

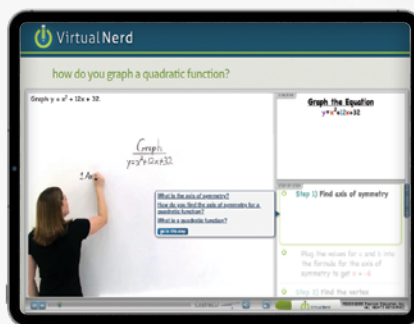


### STEP 4: ASSESS & DIFFERENTIATE

Ensure content mastery through multiple daily formative assessments. The differentiation library has print and digital resources to meet the needs of a wide range of learners.

### Virtual Nerd® Tutorial Videos

- Three different viewing windows let students review math concepts in the visual way that best helps them learn.
- Students can easily drill down to another video to review prerequisite content.
- Available with English and Spanish closed captioning!





# Focus on Each Learner

Differentiation options encourage and challenge students of all learning levels.



*enVision*® A/G/A provides both a fully adaptive system for Response to Intervention and a library of resources to support a wide range of students.

## Give all students what they need for success. Lessons include:



### Reteach to Build Understanding:

Guided reteaching offers a fresh approach. Stepped-out, scaffolded support solidifies understanding.  


### Enrichment:

Extends student thinking related to the lesson objective(s).  

### Additional Practice:


More lesson-level practice.  


### Mathematical Literacy & Vocabulary:

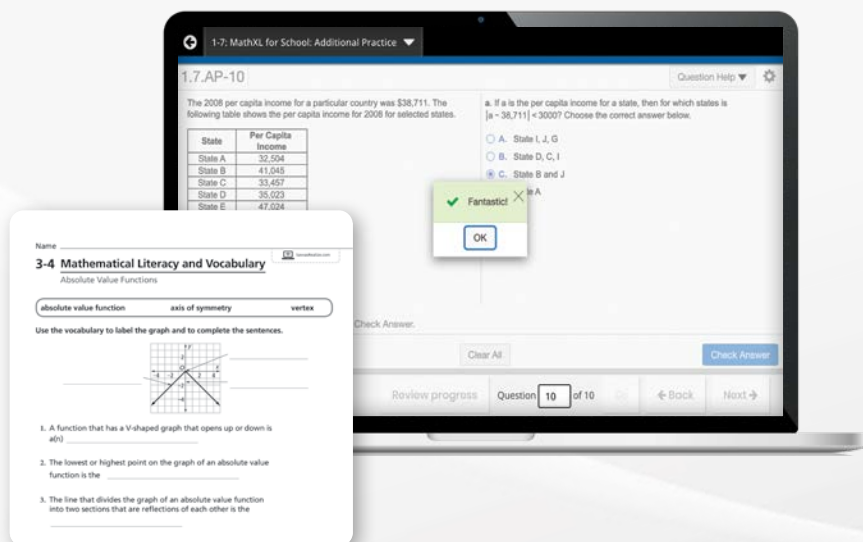
Scaffolded support helps students build vocabulary. 

### Virtual Nerd® Videos:

Video tutorials are available and can be easily accessed through QR codes in the Student Edition.

 Available as an editable worksheet.

 Available as a MathXL® for School digital assignment.



A25

Name \_\_\_\_\_

### Solving Systems by Graphing

**EXAMPLE** Solve by graphing.  $y = 3x - 9$   
 $x + y = -1$

**STEP 1** Graph each equation on the same coordinate plane.

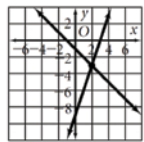
You can use what you know about slope-intercept form.

$y = 3x - 9$      $m =$      $b =$

You can also make a table of values.

$x + y = -1$

<b>x</b>	0	-1
<b>y</b>	-1	0



**STEP 2** Determine the point of intersection of the two lines.

The point of intersection lies on both lines, so it is a solution of both equations.

The lines intersect at the point (  ,  ).

## Skills Review & Practice

Scaffolded instruction that can be used for intervention, practice, and/or review of critical prerequisite concepts and skills.

### Additional Examples

- Additional explicit instruction assists teachers in meeting their classroom needs.
- The “Try Another” feature, which algorithmically generates new problem statements, allows for endless classroom instruction and practice opportunities.

### Enrichment Examples

Extend the learning to enhance Algebra 2 students’ understanding and application of lesson concepts.

## English Language Learner Support

A complete library of resources supports English language learners:

- ELL instruction supporting different language modalities and performance descriptors
- Spanish closed captioning for Virtual Nerd® video tutorials
- Spanish text and audio for Algebra I problem statements
- English/Spanish Glossary
- Multilingual Handbook
- TextHelp Translation Tool (found in Interactive Student Edition and Teacher Edition eText)

A Complete Library of Resources for English Language Learner Support

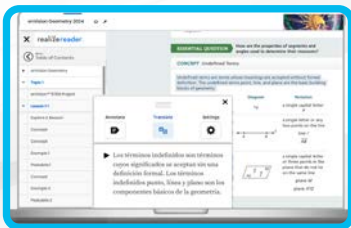
**Visual Glossary**

English	Spanish
<p><b>Acute angle</b> An acute angle is an angle whose measure is between <math>0^\circ</math> and <math>90^\circ</math>.</p> <p>Example </p>	<p><b>Ángulo agudo</b> Un ángulo agudo es un ángulo que mide entre <math>0^\circ</math> y <math>90^\circ</math> grados.</p>
<p><b>Acute triangle</b> An acute triangle has three acute angles.</p> <p>Example </p>	<p><b>Triángulo acutángulo</b> Un triángulo acutángulo tiene los tres ángulos agudos.</p>
<p><b>Adjacent angles</b> Adjacent angles are two coplanar angles that have a common side and a common vertex but no common interior points.</p> <p>Example </p>	<p><b>Ángulos adyacentes</b> Los ángulos adyacentes son dos ángulos coplanarios que tienen un lado común y el mismo vértice, pero no tienen puntos interiores comunes.</p>

Spanish S Mostrar todos los artículos...

**Solución de un sistema de ecuaciones lineales**

Todo par ordenado de un sistema que hace verdaderas todas las ecuaciones de ese sistema.



### ELL English Language Learners (Use with EXAMPLE 4)

**LISTENING BEGINNING** Read Part A of the example aloud to students. Repeat the last sentence.

- Q:** What do you think of when you hear the word *assume*?  
[To think or state that something is true before you have evidence of it.]
- Q:** What do you think of when you hear the word *contradict*?  
[To go against something.]

**SPEAKING DEVELOPING** Make sure students understand the everyday use of words in math. Have students talk with a partner about the word cases.

- Q:** What is a case?  
[Answers may vary. Sample: something that you carry or store things in; different situations]
- Q:** What does it mean to address the case where  $a = 0$  in this example?  
[To find out what happens with a specific value of  $a$  to see if the conclusion you are drawing also applies to this value.]

**WRITING EXPANDING** Talk about the difference between specific cases and general cases. Have students answer the following questions in their math journals.

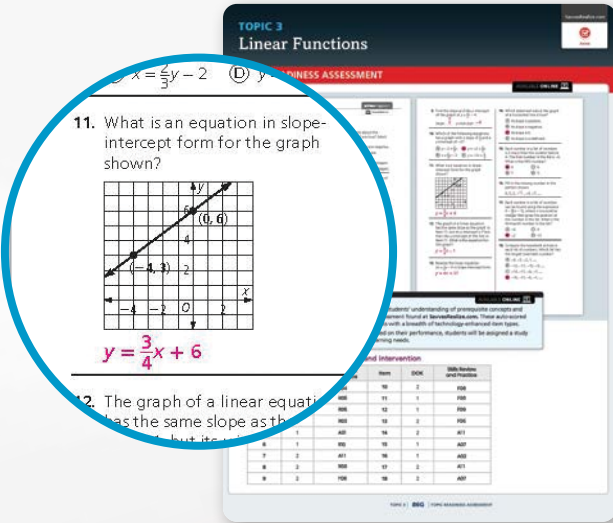
- Q:** Why can't you make a conclusion after testing a few specific cases?  
[There could be a case you do not think of that disproves your conclusion.]
- Q:** How does the use of variables show the general case and help to establish a solid conclusion?  
[The variables are defined as integers and they show that no matter what integer is substituted for the variable, the result will follow the same pattern.]

successmaker®  
FOUNDATIONS OF HIGH SCHOOL MATH

Offers intervention to master prerequisite math skills.

# Assess to Differentiate

The *enVision*® A/G/A Assessment Suite offers options to move students toward content mastery while driving instructional differentiation.

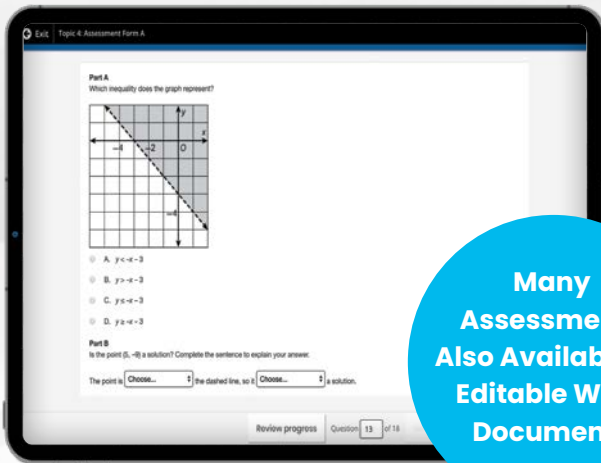


## Diagnostic Assessment

- Course Readiness Assessment
- Topic Readiness Assessments

## Progress Monitoring Assessment

- Beginning-of-Year
- Middle-of-Year
- End-of-Year



Many Assessments Also Available as Editable Word Documents

### Do You KNOW HOW?

Find the domain and range of each function.

5.  $g(x) = 5|x|$                       6.  $h(x) = -2|x|$

Graph each function.

7.  $a(x) = 1.5|x|$                       8.  $h(x) = -0.8|x|$

### 9 Do You UNDERSTAND?

- ESSENTIAL QUESTION** What are the key features of the graph of the absolute value function?
- Communicate and Justify** How do the domain and range of  $g(x) = a|x|$  compare to the domain and range of  $f(x) = |x|$  when  $0 < a < 1$ ? Explain.
- Analyze and Persevere** The graph of the

## Summative Assessment

- Topic Assessments
- Topic Performance Assessments
- ExamView® Test Bank
- Cumulative Assessments
- End-of-Course Practice Tests
- Build Your Own Custom Assessment

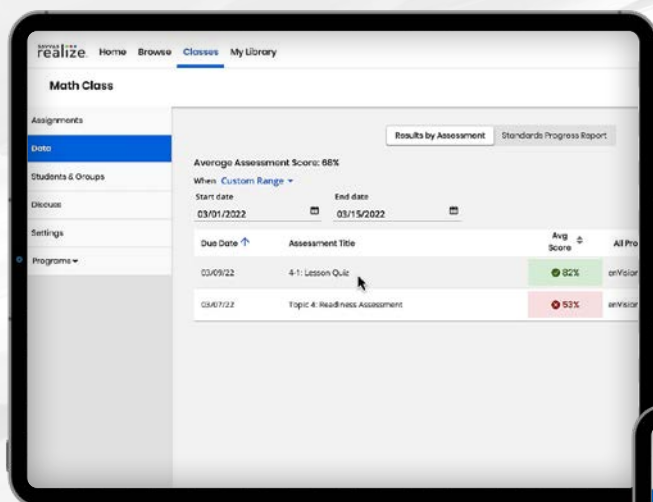
## Formative Assessment

- Common Errors
- Habits of Mind Questions
- Try Its!
- Do You Understand?
- Do You Know How?
- Lesson Quiz

# Gain Meaningful Insight

A variety of auto-generated reports show standards mastery on assessments and overall progress data. It's all on SavvasRealize.com.

## Data reports help drive differentiation.



### Data Overview

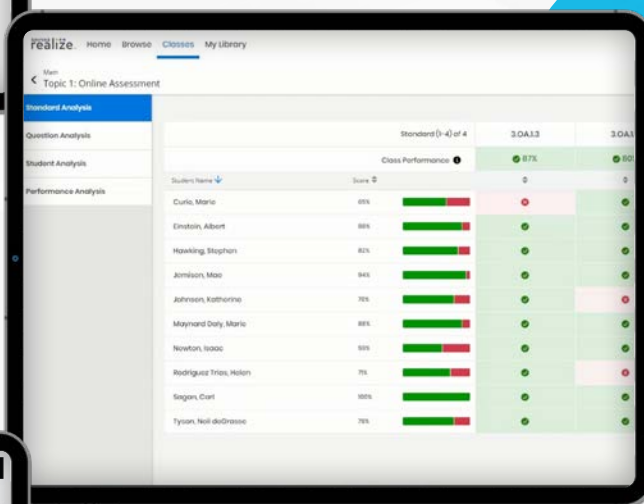
Reports including scores and progress are provided in an easy-to-view format.

### Standards Analysis

In-depth information is provided about standards coverage and mastery for an assignment.

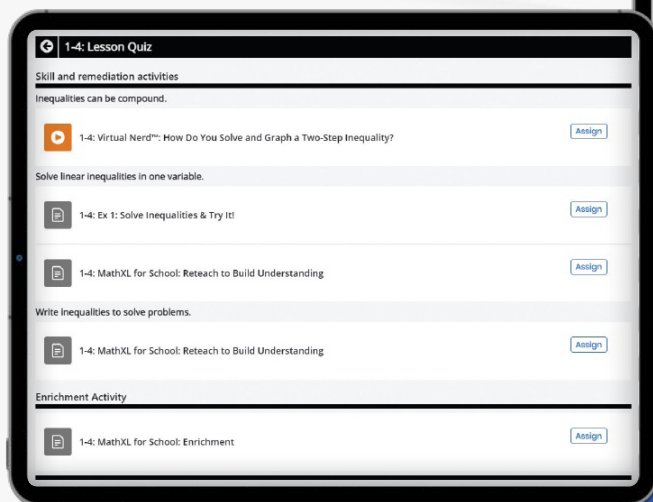
### Standards-Aligned Resources

Individual student's or classwide performance for each standard are linked to resources that can be immediately assigned.



### Auto-Assign Differentiation

Differentiation is based on results of the online Lesson Quiz, Topic Readiness Assessment, Topic Assessment, and Cumulative/Benchmark Assessment.



# INTENTIONALLY DESIGNED

## Real-Time Data Reports

Address individual learning needs quickly with real-time data reports. **Savvy™ Adaptive Practice** drives daily instructional decisions with a student summary including skills identified as proficient, those needing review, prerequisite skills that were revisited, and those that were not practiced.

View student performance analysis and assign resources for remediation or enrichment. You can drag and drop students between the performance bands.

Performance by: Overall Score Break point: 70 % Show Performance

Students who scored less than 70%

- Curie, Marie 65% (1/17)
- Newton, Isaac 59% (10/17)

Students who scored more than 70%

- Einstein, Albert 88% (15/17)
- Tyson, Neil deGrasse 79% (13/17)
- Hawking, Stephen 82% (14/17)
- Rodriguez Trias, Helen 71% (12/17)
- Maynard Daly, Marie 66% (15/17)

Ungrouped Students

There are no students that match the criteria. You can drag and drop students from one column to another.

## Performance Analysis

Easily group students based on their performance on an assessment and assign targeted resources.

Question	Standard	Max Points	Correct
Q5	Objective 1.1	1	5
Q10	Objective 1.4	1	6
Q3	Objective 1.1	1	7
Q8	Objective 1.1	1	8
Q1	Objective 1.3	1	9
Q2	Objective 1.3	2	8
Q7	Objective 1.4	2	8
Q9	Objective 1.5	2	7
Q4	Objective 1.3	2	8
Q6	Objective 1.3	2	7
Q11	Objective 1.5	2	8

## Question Analysis

View individual test items across the class to gauge difficulty and make informed decisions.



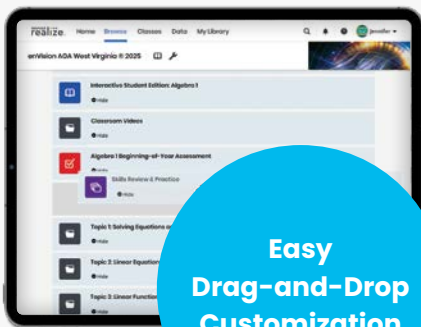
# See the Big Picture

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of professional learning opportunities.

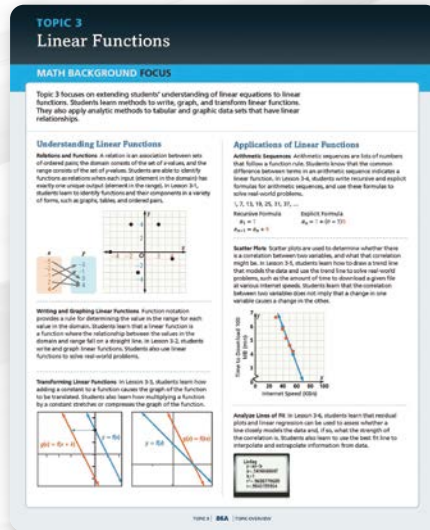
## Every math teacher is a master teacher.

**Make every lesson perfect for you.** Access all digital content, assessments, and management tools at SavvasRealize.com.

- Search by keyword or standard
- Add Open Educational Resources
- Create lesson playlists
- Customize lessons
- Reorder lessons and Topics
- Align to your district framework
- Assign to Google Classroom™
- Upload your own content
- Use online discussion boards
- Integrate with Canvas® and Schoology®
- Integrate Microsoft® OneDrive®



Easy  
Drag-and-Drop  
Customization



**Ideas, Inspiration, and Teaching Methods**  
Math background for every Topic and lesson serves as an easy-to-access math methods course.

**Classroom Videos**  
show a classroom in action. Interviews with the teacher cover planning and reflection.

# INFORMED INSTRUCTION

## Implement Tasks that Promote Reasoning and Problem Solving **277**

**Q:** How would you describe this design?

[Answers may vary. Sample: The design is an arrangement of seven circles in a pattern like a hexagon.]

**Q:** Does it matter how large you make the circles? Can you match the diagram exactly?

[The problem doesn't say to match exactly, but you could open the compass to exactly the size in the diagram.]

**Professional Learning Videos on SavvasRealize.com** give important perspectives on math concepts and show the program in action.

**MySavvasTraining.com** features many online tutorials and quick-start guides for *enVision A|G|A*. Available 24/7!

## Research-Based Practices

The *enVision® A|G|A* Teacher's Edition features embedded professional learning. Effective Teaching Practices (ETP) are based on NCTM's Principles to Actions.

# Family Engagement

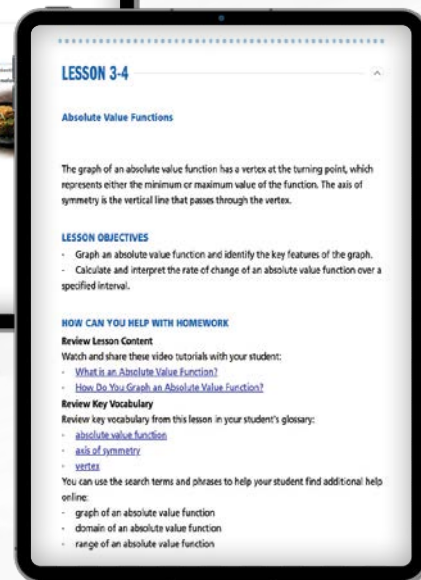
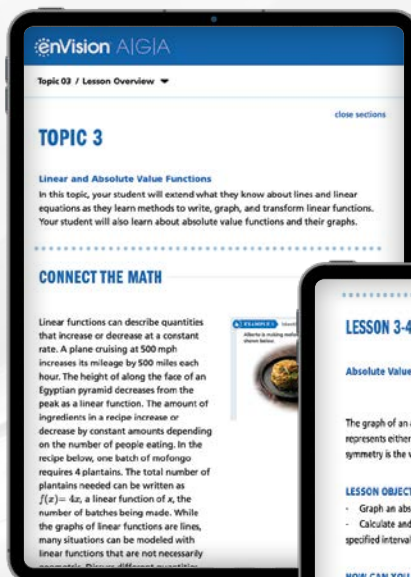
Students only grow stronger with an empowered collaborative community to support their learning. Family Engagement materials provide teachers with easy-to-share tools that inform students' support networks.

## Topic Support

The Topic Overview gives families a preview of upcoming content with visuals to support understanding and conversation starters so families are invited to the math their students are learning.

## Lesson-Level Support

Families are provided with video tutorials and vocabulary review that support math skills and content standards, no login required.

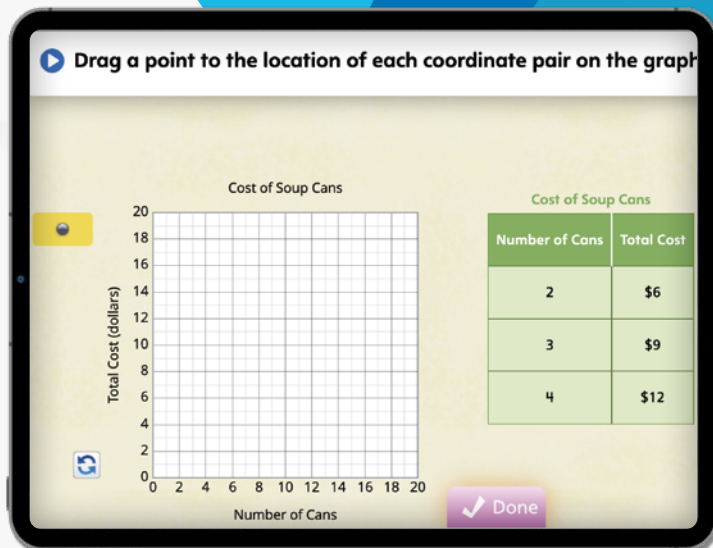


# successmaker®

FOUNDATIONS OF HIGH SCHOOL MATH

## Prepare Students for Success in High School Math


*SuccessMaker®: Foundations of High School Math* provides personalized adaptive intervention for high school students who haven't yet mastered all the prerequisite skills necessary for success in early high school math classes like Algebra 1 and Geometry.



# enVision<sup>®</sup> A|G|A










## West Virginia








### Integrations

#### Certifications

Rostering Tools	Student Information System	Productivity Tools	Learning Management System
  <p>And Many More!</p>	  <p>PowerSchool</p>	 <p>Google Drive</p>  <p>OneDrive</p>	  <p>Google Classroom</p> 

Google for Education Partner

Contact your Account Manager for more information:

[savvas.com/findmyrep](https://savvas.com/findmyrep)

**SAVVAS**  
LEARNING COMPANY

Savvas.com  
800-848-9500

Copyright © 2023 Savvas Learning Company LLC. All Rights Reserved. Savvas<sup>®</sup> and Savvas Learning Company<sup>®</sup> are the registered trademarks of Savvas Learning Company LLC in the US and in other countries.

Unless otherwise indicated herein, all third party trademarks are the property of their respective owners and are not intended to imply any sponsorship or endorsement by the owners of such trademarks.

MATHXL<sup>®</sup> is a trademark owned and/or registered by Pearson plc and/or its affiliates. All other third party marks associated with these products are the property of their respective owners. Copyright in the works referenced herein is owned by Pearson Education, Inc. Pearson Education has control over the editorial content in these instructional materials.

SAM 9798213026580 ADV 9798213026597

Join the Conversation  
@SavvasLearning

