

# 3 Statistics: Analyzing Data



## Chapter Pacing Guide

Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1	*Chapter Project	Theme: Movies Lights! Camera! Action!
2	2	3-1	Frequency Tables
3	3	3-2A	THINKING LAB Problem Solving Use a Graph
4	4	3-2	Making Predictions
5	5	3-3	Line Plots
6	6	3-4	Mean, Median, and Mode
		*3-4B	HANDS-ON LAB Cooperative Learning Are You Average?
7	7	3-5	Stem-and-Leaf Plots
8 & 9	8 & 9	*3-6A	HANDS-ON LAB Cooperative Learning Quartiles
		3-6	Box-and-Whisker Plots
		*3-6B	HANDS-ON LAB Cooperative Learning How Much Is a Handful?
10	9	3-7	Misleading Statistics
11	10	Review: Study Guide and Assessment	
12	11	Assessment: Chapter Test	

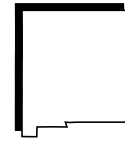
\*Optional

## Chapter Resources

<p><b>Meeting Individual Needs</b>  <i>Investigations for the Special Education Student</i>,            Commercial Success, pp. 3-5  <i>Spanish Study Guide and Assessment</i>  <i>Study Guide and Practice Workbook</i></p>	<p><b>Technology</b>  <i>Electronic Teacher's Classroom</i>  <i>Resources (ETCR)</i>  <a href="http://www.glencoe.com/sec/math/mac/mathnet">www.glencoe.com/sec/math/mac/mathnet</a></p>
<p><b>Interactive Mathematics: Activities and Investigations</b>            Unit 8</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 31-32  <i>Spanish Family Letters and Activities</i>, pp. 31-32</p>



# Chapter Project (pp. 86-87)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

- \_\_\_\_\_ Use statistics to compare and classify information.
- \_\_\_\_\_ Understand the usefulness of surveys.

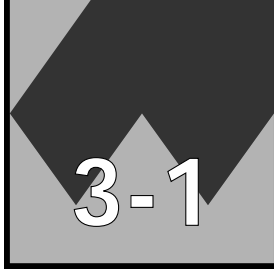
## Theme: Movies

- \_\_\_\_\_ Chapter Project, *SE*, p. 87
- \_\_\_\_\_ Chapter 3 Notes, *TWE*, p. 86
- \_\_\_\_\_ Question of the Day, *TWE*, p. 86
- \_\_\_\_\_ ⇔ *Investigations and Projects Masters*, pp. 25-28

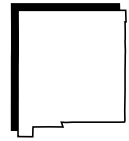
### Homework Assignments

- \_\_\_\_\_ p. 91, Working on the Chapter Project, Exercise 22
- \_\_\_\_\_ p. 105, Working on the Chapter Project, Exercise 19
- \_\_\_\_\_ p. 121, Working on the Chapter Project, Exercise 10
- \_\_\_\_\_ p. 125, Completing the Chapter Project, Alternative Assessment

KEY SE = Student Edition TWE = Teacher's Wraparound Edition ⇔ = Other Program Components



# Lesson Planning Guide (pp. 88-91)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

- \_\_\_\_\_ Choose appropriate scales and intervals for data, and organize data in a frequency table.

<b>NCTM Standards:</b> 1-5, 7, 10
<b>New Mexico Mathematics Performance Standards</b> <b>Grades 5-8:</b> 10-B-1, 13-B-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 88
- \_\_\_\_\_ ⇨ Transparency 3-1A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 88
- \_\_\_\_\_ Multiple Learning Styles, Interpersonal, *TWE*, p. 88

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 3-1B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 88
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 89
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 17
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 89
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-1, Interactive Lesson 3-1
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 89-90

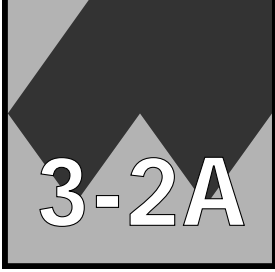
<b>Homework Assignments (p. 90-91)</b>	
_____ Core: 9-21 odd, 23-26	_____ Enriched: 8-20 even, 21, 23-26
_____ Optional: 22 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 574
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 17
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 16

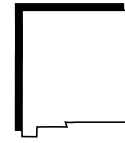
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 91
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 91
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 17

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 92-93)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_  
 Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Solve problems by using graphs.

### 1 FOCUS

\_\_\_\_\_ Getting Started, *TWE*, p. 92

### 2 TEACH

- \_\_\_\_\_ *TWE*, p. 92
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 92
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 93
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Interactive Lesson 3-2A

### 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *TWE*, p. 93

<b>NCTM Standards:</b> 1-5, 7, 10
<b>New Mexico Mathematics          Performance Standards          Grades 5-8:</b> 1-C-1, 2-E-1, 4-A-1, 4-E-1, 5-D-1, 10-C-1, 10-D-1, 13-B-1

<b>Homework Assignments (p. 93)</b>
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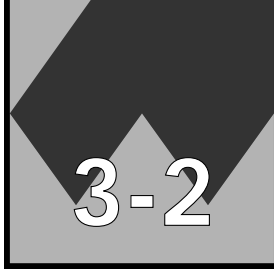
_____ All: 4-12 _____ Alternate Assignment: _____
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- \_\_\_\_\_ Extra Practice, *SE*, p. 574
- \_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 605-606

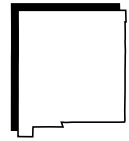
### 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 93
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 93

<b>KEY</b> <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition    ⇨ = Other Program Components
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# Lesson Planning Guide (pp. 94-97)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Make predictions from graphs.

<b>NCTM Standards:</b> 1-5, 7, 8, 10
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 5-D-1, 10-C-1, 10-D-1, 10-E-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 94
- \_\_\_\_\_ ⇨ Transparency 3-2A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 94
- \_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 94

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 3-2B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 95
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 3-2
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 95
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 18
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 96
- \_\_\_\_\_ Error Analysis, *TWE*, p. 96
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-2, Extended Activity 3-2
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 96

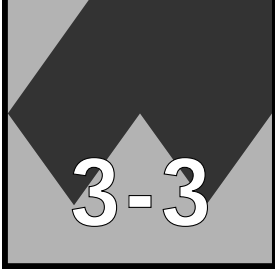
<b>Homework Assignments (pp. 96-97)</b>	
_____ Core: 6-13	_____ Enriched: 6-13
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 574
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 18
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 74
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 29-32 & 77-80

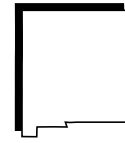
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 97
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 71
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 97
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 18

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 98-101)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_  
Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Construct line plots.

<b>NCTM Standards:</b> 1-5, 7, 10
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 5-D-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 98
- \_\_\_\_\_ ⇨ Transparency 3-3A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 98

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 3-3B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 99
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 99
- \_\_\_\_\_ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 99
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 19
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 100
- \_\_\_\_\_ Error Analysis, *TWE*, p. 100
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-3, Interactive Lesson 3-3

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 100

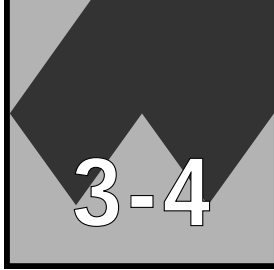
<b>Homework Assignments (p. 46)</b>	
_____ Core: 7-15 odd, 17-20	_____ Enriched: 6-12 even, 14-20
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 574
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 19

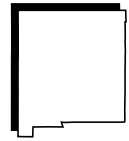
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 101
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 101
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 19

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# Lesson Planning Guide (pp. 102-105)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Find the mean, median, and mode of a set of data.

<b>NCTM Standards:</b> 1-5, 7, 10
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 2-A-1, 2-A-2, 4-E-1, 10-B-2, 10-E-1

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 102

\_\_\_\_\_ ⇨ Transparency 3-4A

\_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 102

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 3-4B

\_\_\_\_\_ Reading Mathematics, *TWE*, p. 103

\_\_\_\_\_ In-Class Examples, *TWE*, p. 103

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 20

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 104

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-4

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, p. 104

### Homework Assignments (pp. 104-105)

\_\_\_\_\_ Core: 9-17 odd, 20-23

\_\_\_\_\_ Enriched: 8-16 even, 17, 18, 20-23

\_\_\_\_\_ Optional: 19 (Working on the Chapter Project)

\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Extra Practice, *SE*, p. 575

\_\_\_\_\_ ⇨ *Practice Masters*, p. 20

\_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 31

\_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 73-76

\_\_\_\_\_ ⇨ Classroom Games, pp. 9-11

## 4 ASSESS

\_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 105

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 105

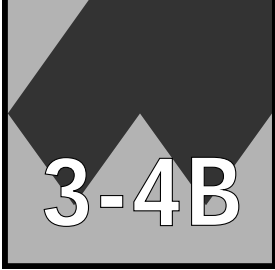
\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 20

\_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 105

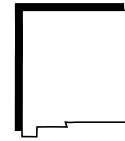
\_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 70

\_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 71

**KEY** SE = Student Edition TWE = Teacher's Wraparound Edition ⇨ = Other Program Components



# Lesson Planning Guide (pp. 106-107)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_  
Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Use mean, median, and mode to describe a set of data.

<b>NCTM Standards:</b> 1-5, 7, 10
<b>New Mexico Mathematics Performance Standards</b> <b>Grades 5-8:</b> 10-B-2

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 106

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,  
Lesson 3-4B

## ASSESS

\_\_\_\_\_ *TWE*, p. 106

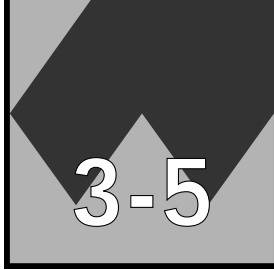
\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 41

<b>Class Activity (p. 106)</b>
_____ All: 1-3
_____ Alternate Assignment: _____

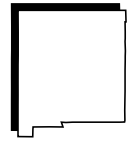
\_\_\_\_\_ Math Journal, *TWE*, p. 106

\_\_\_\_\_ Let the Games Begin, *TWE*, p. 107

KEY SE = Student Edition TWE = Teacher's Wraparound Edition ⇨ = Other Program Components



# Lesson Planning Guide (pp. 108-111)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Construct and interpret stem-and-leaf plots.

<b>NCTM Standards:</b> 1-5, 7, 10
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 10-B-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 108
- \_\_\_\_\_ ⇨ Transparency 3-5A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 108

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 3-5B
- \_\_\_\_\_ Using Discussion, *TWE*, p. 108
- \_\_\_\_\_ Multiple Learning Styles, Verbal/Linguistic, *TWE*, p. 108
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 109
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 21
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 109
- \_\_\_\_\_ Error Analysis, *TWE*, p. 109
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 5-6
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-5

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 109-110

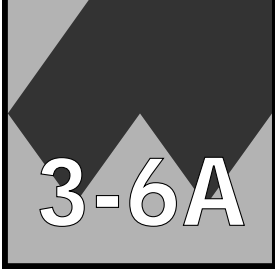
<b>Homework Assignments (pp. 110-111)</b>	
_____ Core: 9-13 odd, 15-18	_____ Enriched: 8-12 even, 13-18
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 575
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 21

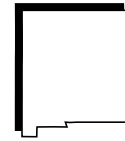
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 111
- \_\_\_\_\_ Family Activity, *SE*, p. 111
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 111
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 21

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 112-113)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Graph quartiles and determine interquartile range.

### NCTM Standards:

1-5, 7, 10

### New Mexico Mathematics Performance Standards

Grades 5-8:

10-D-1

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 112

\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 15: number lines

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,  
Lesson 3-6A

\_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: number line transparency

## ASSESS

\_\_\_\_\_ *TWE*, p. 113

\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 42

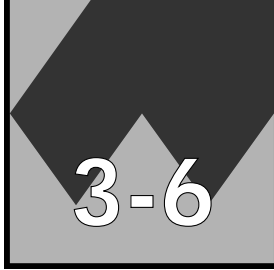
### Class Activity (p. 113)

\_\_\_\_\_ All: 1-4

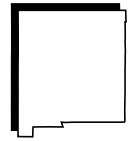
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Math Journal, *TWE*, p. 113

KEY SE = Student Edition TWE = Teacher's Wraparound Edition ⇨ = Other Program Components



# Lesson Planning Guide (pp. 114-117)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Construct and interpret box-and-whisker plots.

<b>NCTM Standards:</b> 1-5, 7, 10
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 10-B-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 114
- \_\_\_\_\_ ⇨ Transparency 3-6A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 115

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 3-6B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 115
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 115
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 22
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 115
- \_\_\_\_\_ Error Analysis, *TWE*, p. 115
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-6

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 116

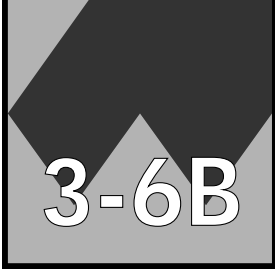
<b>Homework Assignments (p. 117)</b>	
_____ Core: 6, 7, 9-12	_____ Enriched: 6, 8, 9-12
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 576
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 22

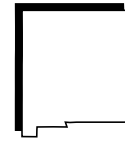
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 117
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 72
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 117
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 22

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# Lesson Planning Guide (p. 118)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Use data to make predictions.

### NCTM Standards:

1-5, 7, 10, 13

### New Mexico Mathematics Performance Standards

Grades 5-8:

10-E-1

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 118

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,  
Lesson 3-6B

## ASSESS

\_\_\_\_\_ *TWE*, p. 118

\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 43

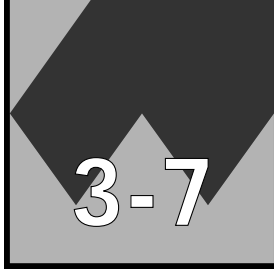
### Class Activity (p. 118)

\_\_\_\_\_ All: 1-3

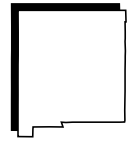
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Math Journal, *TWE*, p. 118

KEY SE = Student Edition TWE = Teacher's Wraparound Edition ⇨ = Other Program Components



# Lesson Planning Guide (pp. 119-121)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Recognize when statistics and graphs are misleading.

### NCTM Standards:

1-5, 7, 10

### New Mexico Mathematics Performance Standards

Grades 5-8:

4-E-1, 10-E-1

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 119

\_\_\_\_\_ ⇨ Transparency 3-7A

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 3-7B

\_\_\_\_\_ Using Critical Thinking, *TWE*, p. 119

\_\_\_\_\_ In-Class Examples, *TWE*, p. 120

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 23

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 120

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-7

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, p. 120

### Homework Assignments (p. 121)

\_\_\_\_\_ Core: 7-11 odd, 12-13

\_\_\_\_\_ Enriched: 8, 9, 11-13

\_\_\_\_\_ Optional: 10 (Working on the Chapter Project)

\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Extra Practice, *SE*, p. 576

\_\_\_\_\_ ⇨ *Practice Masters*, p. 23

\_\_\_\_\_ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 32

## 4 ASSESS

\_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 121

\_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 72

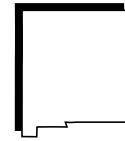
\_\_\_\_\_ Extending the Lesson, *TWE*, p. 121

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 23

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# Review and Assessment (pp. 122-127)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_  
Review M Tu W Th F  
Testing M Tu W Th F

- \_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 122-125
- \_\_\_\_\_ Standardized Test Practice, *SE*, pp. 126-127
- \_\_\_\_\_ Chapter Test, *SE*, p. 609

## ⇔ **Assessment and Evaluation Masters (pp. 57-75)**

### *Multiple-Choice Tests*

- \_\_\_\_\_ Form 1A, 1B, or 1C, pp. 57-62
- \_\_\_\_\_ Standardized Test Practice, pp. 73-74

### *Free-Response Tests*

- \_\_\_\_\_ Form 2A, 2B, or 2C, pp. 63-68
- \_\_\_\_\_ Performance Assessment, p. 69
- \_\_\_\_\_ Cumulative Review, p. 75

- \_\_\_\_\_ ⇔ *MindJogger Videoquizzes*, Chapter 3
- \_\_\_\_\_ ⇔ *Test and Review Software*
- \_\_\_\_\_ ⇔ *CD-ROM Assessment Game*
- \_\_\_\_\_ ⇔ *State Test Preparation CD-ROM*

## **Interdisciplinary Investigation, SE, pp. 128-129**

- \_\_\_\_\_ Interdisciplinary Investigation, *TWE*, pp. 128-129
- \_\_\_\_\_ ⇔ *Investigations and Projects Masters*, pp. 1-4

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